DOCUMENT RESUME

ED 068 928 CS 200 135

TITLE	Book III: Language Arts Guide.
INSTITUTION	Conrad Area School District, Wilmington, Del.
PUB DATE	[70]
NOTE	174p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; Bibliographies; *Elementary Grades; Individualized Instruction; *Language Arts; Listening; Reading; Self Evaluation; Speaking; Spelling; *Teaching Guides; Teaching Techniques; Writing

ABSTRACT

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the fifth and sixth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 068928

BOOK III

LANGUAGE ARTS

GUIDE

CONRAD AREA SCHOOL DISTRICT

[Wilmington, Delaware]

CS 200 135

FILMED FROM BEST AVAILABLE COPY

ACKNOWLEDGMENTS

The Language Workshop is an outgrowth of the Reading Curriculum meetings during the school year 1969-1970. At these various curriculum meetings many ideas were expounded and exposed. As these ideas were brought before the Board, voted and approved by them, the dream became a reality. The Conrad Area Board is to be commended for its confidence and foresightedness in underwriting this project.

It would be difficult to find a more dedicated, cooperative and industrious group of teachers than those who comprised our workshop. Each is to be commended for a job well done. The workshop was comprised of the following representatives:

Beatrice Brenner	Richey Elem.	Kindergarten, '70-71
Elizabeth McLaughlin	Spruce Ave. Elem.	Sixth Grade '70-71
Hollis DeLuca	Spruce Ave. Elem.	Sixth Grade '70-71
Martha Rushlow	Poplar Ave. Elem.	Kindergarten 1st'69-70
Mary Rose Gaul	Richardson Park Elem.	Grade 1, '69-71
Tulane Thompson	Richardson Park Elem.	Grade 2, '69-71
Tina Ward	Spruce Ave. Elem.	Grade 3, '69-71
Kathryn French	Spruce Ave. Elem.	Title I Dir.,'69-70
Cathy Richardson	Krebs Elementary	Grade 3, '69-70
Betsy Conner	Krebs Elementary	Reading Chrm.'69-70
Margaret Frick	Spruce Ave. Elem.	Grade 5, '69-71
Barbara Zydanowicz	Krebs Elementary	Grade 6, '69-70
Beckie Lowe		Reading Supervisor
Willie Mae Johnson	Krebs School	Parent '69-70
Gertrude Bair	Krebs School	Parent '69-70

The above people made the responsibility of guiding it easy, pleasant, and very gratifying. Working with this group has been a joy for the "director."

It has been a pleasure working with a director such as Beckie Lowe who has been patient and added much to the enthusiasm of our program. Our committee also feels that she was an excellent model to pattern ourselves after as she worked so diligently.

TABLE OF CONTENTS

	Page No.
Part I - Listening	248
Introduction	249,250
Materials	251
Objectives	252-259
Bibliography	260
Index of Skills	261
Part II - Speaking	262
Introduction	263,264
Materials	265
Objectives	266-273
Bibliography	274
Index of Skills	275
Part III - Reading	276
Introduction	277-280
Materials	281
Objectives	282-335
Bibliography	336,337
Index of Skills	338-342
Part IV - Writing	343
Introduction	344,345
Materials	346
Objectives	347-398
Bibliography	399
Index of Skills	400-404
Part V - Spelling	405
Introduction	406-408
Materials	409
Objectives	410-414
Bibliography	415
Index of Skills	416

PREFACE

This guide is the framework for the Conrad Area District Language Arts Program. It includes the areas of Listening, Speaking, Reading, Spelling, and Writing. These cognitive skills are listed in what can be considered a hierarchy of continuous development. Some listening skills need to be achieved in order for the child to master his speaking skills, and this pattern continues through the reading, spelling and writing areas.

As the hierarchy of Language Arts skills is developed, so are the areas themselves. Pre-testing, pre-assessment, or pre-evaluation is imperative to determine the level of the child's development in each area. The child must be taught at the level at which he is achieving successfully, regardless of age or length of time in school. Once the student's instructional level is determined, it is necessary to continue diagnosis throughout the instruction so that each child is challenged continually.

Although it appears that only cognitive skills are being stressed, the affective domain is very important and requires a longer sequence of time to show this hierarchy of development. From the moment of the conception of the idea to internalization may take anywhere from six months to six, or sixteen years, and for some, it may never occur. Some reading authorities refer to this as maturity in reading.

The committee offers the following student objectives to be realized:

1. Recognition of the importance of listening, speaking, reading, writing, and spelling.
2. Finds pleasure and takes pride in completing any Language Arts activity voluntarily.
3. Becomes personally committed and/or shows loyalty to his own ideas or communications through his behavior.
4. Shows consistent characteristics of beliefs and is able to relate value of the old to the new which he is in the process of accepting or rejecting. And finally to
5. Developing a consistent philosophy of life.

The Conrad Area Language Arts Guide is to have priority over the commercial guides due to its highly sequential development and emphasis on individualization of instruction. This guide can be utilized with all types of printed matter, whereas other guides are developed for one particular series. Don't throw the commercial guides out the window yet: they do have other valuable information to offer.

As you use this guide, the teaching strategies are suggestions only to help you get started. There are as many ways of teaching as there are teachers, so feel perfectly free to be innovated.

A series of grade levels are designated for each behavioral objective only to establish the possible parameters within which individualization instruction can take place, not as a blueprint for teacher performance.

Take time to jot down additional skills, materials, etc., which have been omitted and you feel are pertinent to the program so as to enhance your own teaching from time to time. Also to serve district needs in the future if and when revision becomes necessary.

LISTENING

5-6

LISTENING SKILLS

Introduction

The skill of listening is an integral part of our daily lives and yet this skill has become the most neglected one in the language arts curriculum. Paul Rankin says, "Listening is the most frequently used language activity with the average adult spending approximately three times as much time listening as reading."[1]

The mere fact that pupils "receive information by viewing and listening does not mean they have really developed either ability,"[2] but how many times has a teacher assumed that this potential is functioning properly and completely. Generally, teachers take listening for granted, nor do they usually think of it as a skill, such as reading or writing.

In some ways, listening is more demanding than reading - a person must recognize the sounds rather than the printed symbols; he must remember ideas from the initial hearing; he must organize the ideas heard and relate them in importance to one another; discover the difference between fact and opinion; visualize characters and settings; he must listen for sequence, for emotion and for mood.

One purpose of this guide is to ascertain the listening skills and then proceed with the teaching of this skill to each and every pupil. The teacher must determine the level of listening by pre-assessing the student with a listening capacity test which is part of the Informal Reading Inventory (I.R.I.) or the Durrell Analysis of Reading Difficulties or the Botel Listening Inventory. Using the

results of such, the teacher can begin to plan the listening program as needed for the student. Once the needs are pinpointed, adequate practice is provided and suited to the level of development for each individual, and materials are provided that are sequential and repetitive, then the student should be able to develop the skill of listening as a source os pleasure and enjoyment as well as a source of information. The ultimate aim of listening is when there is "a real meeting of the minds."

MATERIALS

Teacher's Guide - International Teaching Tapes, Inc.
"Listening Skills Program", SRA, Intermediate Level IIA -

Series of Records which gives practice in Listening for many of the Language Arts Skills -

(Is available at Krebs School-Special Reading Room) B.A.Conner

1. Evaluation
2. Auditory Discrimination
3. Instant Recall
4. Following directions
5. Story Sequence
6. Main ideas and details
7. Cause and Effect
8. Creative listening
9. Infusion
10. Fact and opinion

(Can be used as teaching aid in Listening and Speaking Oral Language Skills)

Each Lesson has the following main parts:

1. building readiness
2. practicing (listening)
3. responding (answer questions, draw pictures, etc.)
4. evaluating (checking correctness) report
5. Thinking critically.
6. Filmstrips with records
7. Tapes - Listening station

Level - 5, 6 53

Skill - Discovery of new vocabulary meanings from context.

Behavioral Objective - The student orally chooses the correct definition of a new word from a list of three definitions after he has listened to a selection in which the word was presented.

Learning Activities
and/or
Teaching Strategies - Poem by William Makepeace Thackery:

A TRAGIC STORY

"He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him."

The student is to find the correct meaning for "mused". The list could include the following from which he could choose: (sat, ate, thought)

Level - 5, 6 54

Skill - Repeating or retelling what has been heard.

Behavioral Objective - The student is directed to retell a story noting sequence. The other students will decide, through oral class discussion, which details, if any, were omitted.

Learning Activities
and/or
Teaching Strategies - Read or use a recording of a short story or an article from any sources such as a reading text book or the SRA Lab.

Level - 5, 6 55

Skill - Location of central theme or main idea.

Behavioral Objective - The student will orally state the central theme or main idea that was in the selection read to him.

Learning Activities
and/or
Teaching Strategies - The teacher will begin with the use of short paragraphs from the newspaper and gradually increase the length of the selection used.

Level - 5, 6 56

Skill - Selecting pertinent data.

Behavioral Objective - The student listens to a selection in which there are instructions for making a paper snowflake, and other bits of extraneous information. He then selects the pertinent information needed to make the snowflake.

Learning Activities
and/or
Teaching Strategies - Student will make a snowflake. Include information which is not pertinent.

Level - 5, 6 57

Skill - Discovery of specific details

Behavioral Objective - After listening to an excerpt, the student should be able to answer specific questions on the details included.

Learning Activities
and/or
Teaching Strategies - Teacher will read a story about Brazil. Student will be able to answer specific questions of information given in the story.

Level - 5, 6 58

Skill - Recognizing similarities and differences

Behavioral Objectives - Student will be able to tell orally what is similar about two cities and what is different, after hearing descriptions of two cities.

Learning Activities
and/or
Teaching Strategies - Nome, Alaska - could be compared with Miami, Florida.

Level 5, 6 59

Skill - Compare impressions of a single event.

Behavioral Objective - The students will be directed to write a description of an event which all have witnessed. These descriptions will be read to the class. The class will be directed to note likenesses and differences, for class discussion following the reading.

Learning Activities
and/or
Teaching Strategies - They may have witnessed a collision in the cafeteria that resulted in a tray of food being spilled upon a student or a teacher.

Level - 5, 6 60

Skill - Learning needed information

Behavioral Objective - The student will be able to take notes from tape or read passages which explain how to do something and then complete the assignment correctly.

Learning Activities
and/or
Teaching Strategies - The teacher will read orally the instructions for making a paper mache animal. After listening, the student will outline the steps. Have the student make a paper mache animal.

Level - 5, 6 61

Skill - Awareness of the elements of propaganda.

Behavioral Objective - Given a passage which propagandizes, have students identify orally examples of slanted, loaded words and glittering generalities from that passage.

Learning Activities
and/or
Teaching Strategies - The teacher will find a newspaper article that is an advertisement for a certain product in which the student will be able to identify orally examples of slanted, loaded words and glittering generalities.

Level 5, 6 62

Skill - Recognition of simile in writing

Behavioral Objective - Student will be able to point out a simile after listening to a poem read orally.

Learning Activities
and/or
Teaching Strategies - Read poems containing similes
Ex. The snow is like a white blanket.

Level - 5, 6 63

Skill - Recognition of metaphors in writing

Behavioral Objective - Student will be able to point out a metaphor after listening to a poem read orally.

Learning Activities
and/or
Teaching Strategies - Read poems containing metaphors
Ex. It's raining cats and dogs.
The snow is a white blanket.

Level 5, 6 64

Skill - Recognition of substantiated fact and qualified opinion

Behavioral Objective - After student talks on assigned topic, the class will discuss presence of both fact and opinion in the speech and whether or not the facts were substantiated and the opinions qualified.

Learning Activities
and/or
Teaching Strategies - The student was assigned to speak on 'Pollution of the Streams and Rivers in Delaware.' The students listen and criticize his speech for substantiated facts and qualified opinions.

Level - 5, 6 65

Skill - Recognition of imagery in writing

Behavioral Objective - Student will be able to point out similes, metaphors and other typical figurative language after listening to a poem read or played on a record.

Learning Activities
and/or
Teaching Strategies - Read "Roads" by Rachel Field or "I Like to See It Lap the Miles" by Emily Dickinson.

Level - 5, 6 66

Skill - Detecting mood from speaker's tone.

Behavioral Objective - While listening to a selection played or read, the student decides whether the speaker's tone denotes approval, or disapproval-joy or sorrow-by discussing it orally.

Learning Activities
and/or
Teaching Strategies - Carl Sandburg - Chicago - denotes approval, joy, ambition, etc.

Level - 5, 6 67

Skill - Oral evaluation of a speaker

Behavioral Objective - Given the recording of a talk or a conversation by unidentified persons, the student will identify the following:

Did the person speak clearly?
Was the Speaker easy to follow:
(Others could be added)

Learning Activities
and/or
Teaching Strategies - Student will state orally three suggestions that would help the speaker to improve this speech.

BIBLIOGRAPHY

Lewis, Thomas R. and Nichols, Ralph G. Speaking and Listening. Dubuque, Iowa. W. C. Brown Co., 1965.

Lewis, Thomas R. and Nichols, Ralph B. Are You Listening. New York. McGraw-Hill Book Co., 1957.

Russell, David H. Children's Thinking. Boston. Ginn. 1956.

Russell, David H. and Elizabeth F. Listening Aids Through the Grades. New York. Bureau of Publications, Teacher's College, Columbia University, 1959.

Schiller, Andres. Marion Monroe, Ralph Nichols, William Jenkins, Charlotte Huch. Language and How to Use It. Scott, Foresman and Co. Glenview, Illinois, 1969.

Tiedt, Iris M. and Sidney W. Tiedt. Contemporary English in the Elementary School. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1967.

Townsend, Agatha. A Bibliography on Auding. Reading Teacher. 17-549-51. April, 1964.

Trauger, Wilmer K. Language Arts in Elementary Schools. McGraw-Hill Book Co. New York, 1963.

Weaver, Thomas Andrew and Gladys Louise Borchers and Donald Kliese Smith. Speaking and Listening. Prentice-Hall, Inc. 1956. New Jersey.

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION AND/OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____ 53. New vocabulary meaning from context.

_____ 54. Retelling what has been heard.

_____ 55. Locating main idea.

_____ 56. Selecting pertinent data.

_____ 57. Discovering specific detail.

_____ 58. Recognizing similarities and differences.

_____ 59. Comparing impressions of a single event.

_____ 60. Learning needed information.

_____ 61. Recognizing elements of propaganda.

_____ 62. Recognizing simile.

_____ 63. Recognizing metaphors.

_____ 64. Recognizing fact and opinion.

_____ 65. Recognizing imagery.

_____ 66. Detecting mood from speaker's tone.

_____ 67. Evaluating a speaker.

SPEAKING

5-6

SPEAKING SKILLS

Introduction

After Listening, Speaking is the next skill to be developed in the hierarchy of human development. The infant starts by babbling and imitating the more mature, and progresses in the improvement of oral communication. Thus, it is only consistent to development to assume that the listening vocabulary would be the largest of all vocabularies, with the speaking vocabulary ranking the second place. It is the basic vocabulary for understanding and the background for the dissemination of life's experiences.

To take a backward glance through history one sees that the development of new vocabulary has taken place mostly in the last thirty years or so. As the result, words of constant use are actually composed of initials of long titles, or the end result of creative thinking. Children need to be inspired to be more creative in word selection when speaking as well as writing.

Speaking plays such importance in the development of reading skills that the two can be for all practical purposes equated, especially if the "Language Experience Story Approach" is used in the early stages of reading, or in a remedial situation.

This guide is an attempt to list the speaking skills in order of development and to show its relationship to the other language arts area. Therefore, it behooves the teacher to pre-assess the speaking habits of each student through an informal speaking situation, and take notice of those children having speech difficulties. Those having severe problems should be immediately referred to the speech therapist.

Upon completion of the pre-assessment, a planned program should be devised to facilitate the proper speech habits. By using this guide to enhance the teaching and evaluation of the skill, and with sequential and repetitive enforcement, each student should make adequate individual progress. The end result should be, a pupil is capable of speaking well in most informal situations using his speaking-thinking skills in a creative and interesting manner.

MATERIALS

Records - Speeches by famous people.

Recording voices.

SPEAKING

Level - 5, 6 29

Skill - Developing a sense of security (confidence) in speaking before others.

Behavioral Objective - Student will first discuss a favorite summer activity with a buddy, then progress to larger group discussion as confidence grows.

Learning Activities
and/or
Teaching Strategies - Some students will need more practice with just a buddy and then move to a group of 4 or 5 as confidence is shown.

Level 5, 6 30

Skill - Observing effects of Pitch (part of the intonation pattern) when reading orally.

Behavioral Objective - The child will read an adventure story putting emphasis on pitch to achieve excitement.

Learning Activities
and/or
Teaching Strategies - Have the child read a paragraph from Treasure Island by Robert Louis Stevenson into a tape recorder, using pitch to instill excitement into the story.

Level - 5, 6 31

Skill - Observing effects of stress on meaning (stress - accent or loudness).

Behavioral Objective - The student will take a given list of sentences and have them stress each word in turn, noticing the different shades of meaning which will occur.

Learning Activities
and/or
Teaching Strategies - Here are a list of sample sentences with which the student could work with, stressing each word in turn:

1. What are you planning to do?
2. I'm not ready to go.
3. Who does he think he is?

Level 5, 6 32

Skill - Observing effects of juncture in changing the meaning of a spoken sentence, etc. (juncture - pauses)

Behavioral Objective - The student will read orally a given list of sentences and place pauses after different words in the sentences to ascertain if the meaning is changed.

Learning Activities
and/or
Teaching Strategies - Here are a list of sample sentences with which the student could work putting pauses in different places:

Ex.[1]
1. That lady is a queer bird.
2. Where did they find Joe's will?
3. Help somebody, please.

Given a group of sentences showing how juncture can change meaning, the students will tell you in what situation the following might have been appropriate:

Ex.[2]
1. "I will not hit any, Mother," she said sweetly
2. "I will not hit any mother," she said sweetly.
3. "How will you help me?" he asked.
4. "How! Will you help me?" he asked.

Level - 5, 6 33

Skill - Oral reading of poetry in such a way as to convey author's mood.

Behavioral Objective - Student will read a poem orally to convey the author's mood. This will be compared with other students' reading of the same poem.

Learning Activities
and/or
Teaching Strategies - "Sea Fever" by John Masefield
"The Flag Goes By" by Henry H. Bennett
"Sea Shell" by Amy Lowell
"Dream Song" by Walter de laMare

Level - 5, 6 34

Skill - Oral reading of poetry to show rhythm of the poem.

Behavioral Objective - The student reads a poem orally, avoiding sing-song effect.

Learning Activities
and/or
Teaching Strategies - The student will read a poem and record it and then evaluate his success.

Level - 5, 6 35

Skill - Class Discussion.

Behavioral Objective - To have students participate orally in class discussion on a specific subject, following the guide lines set up previously for class discussion.

Learning Activities
and/or
Teaching Strategies - The teacher and students discuss.
1. Responsibility for contributing to a group discussion.
2. Courtesy and willingness to listen to the contributions of others.
3. Asking pertinent questions about whatever is being discussed.

Level - 5, 6 36

Skill - Speaking before the class about a shared experience.

Behavioral Objective - Student reports orally on one aspect of a class trip. The student will be evaluated by the class following his presentation for attention-getting introduction, main idea, sequence, volume and clarity, enthusiasm, whether statements were fact or opinion, eye contact, conclusion.

Learning Activities and/or Teaching Strategies - Student reports on the exhibit of the human heart after a visit to the Franklin Institute.

Level - 5, 6 37

Skill - Choral speaking.

Behavioral Objective - Student will be able to participate in group reading of a poem, staying with the group in cadence and expression.

Learning Activities and/or Teaching Strategies - Have students practice and read before an audience the first part of "Hiawatha."

Level - 5, 6 38

Skill - Creative dramatization

Behavioral Objective - The student will use puppets in a skit to extend his oral expression and vocabulary.

Learning Activities and/or Teaching Strategies - The students make stocking puppets and a theatre box. Then they prepare a dialogue and a story for the puppets to give to their audience.

Level - 5, 6 39

Skill - Story telling

Behavioral Objective - The student investigates and chooses literature suitable for oral presentation. He will be evaluated on voice quality, pitch, tempo, enunciation, and content.

Learning Activities
and/or
Teaching Strategies - A club can be formed of students who have special interest and ability in story-telling. This group can use varied approaches to story-telling, both individual and group, depending on the material. At times they can present samplings of their repertoire to an appreciative audience.

Some good Books:

1. Andersen, Hans C., Fairy Tales (Walck)
2. Arbuthnot, May H., The Arbuthnot Anthology (Scott Foresman)
3. Bacmeister, Rhoda, Stories to Begin On (Dutton)
4. Lang, Andrew, ed., The Blue Fairy Book - (Longmans)
5. Leodhas, Sorchie, Gaelic Ghosts (Holt)
6. Sandburg, Carl, Rootabaga Stories (Harcourt)

To have the student pick out a story he wishes to re-tell/or to draw some illustrations of a story he knows and tell it to a primary group of children.

Level - 5, 6 40

Skill - Spontaneous dialogue

Behavioral Objective - Two students will spontaneously speak in dialogue to each other in a situation the teacher has set for them. Evaluation for criteria: intonation, clarity, volume, enthusiasm, fluency, correct speech patterns.

Learning Activities
and/or
Teaching Strategies - Pretend one student is a drup addict and the other is talking him out of drug abuse.

Level - 5, 6 41

Skill - Oral book reviews.
Ability to give a lucid, convincing oral book report in a clear voice.

Behavioral Objective - Student will give an oral book report to the class showing clearness of speech, enthusiasm about the subject, and how much interest was generated to persuade other students to read the book.

Learning Activities
and/or
Teaching Strategies - Radio announcement to advertise the book. Mock trial of a book with defense, prosecutor and jury. Interview a character in the book by two students who have read the same book. Present an award to an author of a book, explaining who the student selected the book.

Level 5, 6

42

Skill - Trying to persuade

Behavioral Objective - The student will prepare and deliver a speech to persuade his audience that his viewpoint on a subject is the best one.

Learning Activities and/or Teaching Strategies - Have the student invent a new product (example - cereal). He then will give a commercial pretending he is on television, to persuade his audience to buy this product. Three people in the audience can be the evaluators guided by an evaluation sheet made up by directed discovery of the whole class.
Example of evaluation sheet on following page.

Level - 5, 6

43

Skill - Interviewing

Behavioral Objective - The student interviews a person in the community <u>after</u> specific pre-planning of what questions the student desires to ask, how he is to introduce himself, how he will explain his purpose, and how he will phrase questions so that he obtains a full explanation rather than yes or no answers.

Learning Activities and/or Teaching Strategies - A sixth grade asks two of its girls to interview a neighborhood woman who weaves small rugs and sells them to a Denver gift shop.

ORAL PRESENTATION (Example of evaluation sheet)

	Possible	Achievement	Comments
Interest			
1. Enthusiasm of speaker.	5		
2. Audience response.	5		
3. Expression of voice.	5		
4. Gesture-movement of hands.	5		
5. Friendly attitude.	5		
Total	25		
Voice			
1. Enunciation, clearness	5		
2. Pronunciation of words	5		
3. Volume	5		
4. Use of words	5		
5. Tempo	5		
Total	25		
Organization			
1. Introduction	5		
2. Organized points	5		
3. Knowledge of materials	5		
4. Conclusion	5		
Total	20		

BIBLIOGRAPHY

SPEAKING

Thomas, Eleanor Lamar - Author -

Variety of Methods for Giving Book Reports

University of Chicago

Reed, Crane, Tabachnick, Andersen, Maxwell, Miller, Hill.

Ginn Elementary English Series

Scope and Sequence Chart - Boston

Tiedt, Iris M., and Tiedt, Sidney W. -

Contemporary English in the Elementary School

Prentice-Hall, Inc., New Jersey (1967)

Trauger, Wilmer K.

Language Arts in Elementary Schools

McGraw-Hill Book Company, New York (1963)

INDEX OF SKILLS

This list can be used by the teacher for self evaluation of material taught or pupil evaluation.

_____ 29. Developing confidence in speaking before a group.

_____ 30. Observing effects of pitch.

_____ 31. Observing effects of stress on meaning.

_____ 32. Observing effects of juncture.

_____ 33. Reading poetry orally

_____ 34. Reading poetry orally

_____ 35. Participating in class discussion.

_____ 36. Speaking about a shared experience.

_____ 37. Choral speaking

_____ 38. Creative Dramatization

_____ 39. Story Telling

_____ 40. Spontaneous Dialogue

_____ 41. Oral Book Reviews

_____ 42. Persuasion

_____ 43. Interviewing

READING

5-6

READING SKILLS

Introduction

Reading has been the pinnacle of all the Language Arts and for years has been stressed, observed, analyzed, and criticized by everyone. It is a skill or process to be learned not a subject matter course. It has been recognized as the road to an education and if Johnny couldn't read - what did Johnny do?

This guide has been developed to assist you in structuring a developmental reading program for each pupil. A developmental reader is "characterized by ability to pronounce at least 95% of the running words, freedom from symptoms of frustration, a high degree of comprehension, rhythm, accurate interpretation of punctuation, facility in use of word-perception skills, and other types of reading skills." Also, there are other times in which a pupil will need reinforcement, repetitive, and sequential development so back up to lower level skill. Always proceed from the Known to the Unknown.

Do not negate the corrective or remedial student but get immediate aid by recommending him to the reading clinician. The reading clinician will advise and assist you in planning a program for such a student.

One of the greatest problems facing a classroom teacher is grouping. It is a must to pre-assess (pre-test) each student to ascertain the various levels of readability in a classroom. The various levels are:

	Word Recognition % of running words	% of Comprehension
Independent	100	90
Instruction	95	75
Frustration	90	75

The students are to be taught at the instructional level, while the student will be reading library books at the independent level. Any student being taught at the frustrational level will not respond the expected way.

Pre-testing is an absolute necessity to the understanding of the deficiencies of skills and to ascertain the student's instructional reading level. Several suggested tests to administer in order to determine the levels are:

(1) San Diego Word Recognition Test - graded word list administered in a timed and untimed situation. Approximately 15 to 20 minutes of administration time.

(2) Informal Reading Inventory (I.R.I.) graded word list and reading passages; recording of oral reading errors, comprehension check; indicates hearing capacity as well as independent, instructional and frustrational levels, as well as deficiencies in the word attack and comprehension areas.

If you need a copy of these, contact the curriculum office.

Note: Some training is necessary to administer the I.R.I.

Note: If you use a Standardized Achievement Test Score for any reason, be aware that it is a frustrational score not an indicator of the instructional level.

Once the pre-testing has been evaluated, then the teacher can proceed to group the pupils who have the same instructional level. This group should be small enough to handle and yet large enough for good group interaction. Every action, written and oral work, workbook pages, etc. are to be continually evaluated. The teacher has the role of a guide and/or diagnostician.

A directed reading-thinking activity (D.R.T.A.) is essential for the orderly development of the reading and thinking skills. A directed reading activity consists of the student setting the purposes, reading to answer his purposes, and, if necessary, some reinforcement activity and/or the building of phonic generalizations and/or structural analyses skills. Remember, the teacher's activity consists of guilding through astute questioning and that the level of thinking will not be at a higher level than the level of the questioning. Articles on this procedure and levels of thinking are available from the reading supervisor. Also, read Dr. Russell Stauffer's

Language Arts Approach to the Teaching of Reading for more concise procedural information on the D.R.T.A.

It is pertinent that each child progresses through the hierarchy of skills regardless of the grade level designation. The teacher must know the skill areas below and above the grade level being taught in order to adequately guide each student in all areas of reading. This includes the critical reading and thinking skills at all levels. As the student progresses from a dependent reader to an independent reader it is essential that he be supported in his daily efforts. The teacher must lend the helping hand whenever necessary to the student where reinforcement is essential and periodically check on the permanency of the skill. All material is to be taught at the instructional level of the student, not the grade level.

Last but not least, it is important that the students have time to read for enjoyment, so have plenty of books available. Let them get the habit! It is equally important that the teacher reads orally or tells stories to the pupils, so they have a proper model of reading patterns, intonation, displaying of emotions, etc. Don't neglect this!

Reading is one of the most important skills to be obtained by the pupil. It is crucial that every student in the Conrad District "learns to read, and reads to learn."

MATERIALS - READING

See K, 1-2 Guide

Ideal, Library Skills

Level - 5,6 202

Skill - Recognition of root words.

Behavioral Objective - Given a list of words, each containing at least one prefix and suffix, the student will identify the root word by writing it.

Learning Activities and/or Teaching Strategies - Ex. enjoyment - joy reworking - work

unskilled - skill

Level - 5,6 203

Skill - Recognition of abbreviations

Behavioral Objective - Given sentences containing words or titles that can be abbreviated, the student will orally supply the correct abbreviation.

Learning Activities and/or Teaching Strategies - Ex. 1. I see Doctor Smith - Dr.
2. This is Tom Jones, Junior. - Jr.
3. I live on Barker Avenue. - Ave.

Level - 5,6 204

Skill - To form a compound word by putting two familiar words together.

Behavioral Objective - Student will put words together to make a new word with a defferent and yet logical meaning.

Learning Activities and/or Teaching Strategies - Example: Noble plus man is nobleman.

Level - 5,6 205

Skill - Recognizing the changes in the meaning of a word when adding the suffixes "ness", "ment", "ward", "line", "cons", "teen", "et", "ious", "able", "ible", "ic", "ish", "ant", "ent", "age", "ence".

Behavioral Objective - When given a list of words with a suffix added to a known root word, the student will give the meaning of the word.

Learning Activities and/or Teaching Strategies 1. penniless - without pennies

Level - 5,6 206

Skill - Recognizing the changes in the meaning of a word when adding the prefixes "dis", "in", "mis", "anti", "non", "com", "con", "super", "pre", "tri", "sub", "post", "ap", "ad", "trans", "ab", "em", "de", "inter", "pro", "ex", "en"

Behavioral Objective - When given a list of words with a prefix added onto a known root word, the student will give, in writing, the meaning of the word.

Learning Activities and/or Teaching Strategies -

distrust - not to trust

subway - below

tripod - three footed

Level - 5,6 207

Skill - Recognition of the sound of grapheme bases or "family words".

Behavioral Objective - Student will recognize the sound of "ame" "ate", "ack", "ake", "at", "an" and identify words with these grapheme bases.

Learning Activities and/or Teaching Strategies -

Level - 5,6 208

Skill - Recognition of homophones

Behavioral Objective - Given a list of one syllable words, each of which possesses a homophone, the student will be able to write the homophone for each.

Learning Activities and/or Teaching Strategies -

Level - 5,6 209

Skill - Ability to form possessives

Behavioral Objective - Given a set of noun phrases, the student will form the possessive of each.

Learning Activities and/or Teaching Strategies - Example: a bird
a bird's

Level - 5,6 210

Skill - Formation of plurals of nouns

Behavioral Objective - Given a list of singular nouns, and a set of rules for forming noun plurals, the student will select the appropriate rule for forming the noun plural for each of the singular nouns.

Rule: Ending in "s", "sh", "ch", "x", and "z" form their plurals by adding "es".
Nouns that end in "y" with a consonant before it, change the "y" to "i" and add "es" to form the plural.

Learning Activities and/or Teaching Strategies - Form plural of: inch - baby

---

Level - 5,6 211

Skill - Understanding of syllabification -VCV Principle

Behavioral Objective - Student will divide written words into syllables according to the following rule:
(1) When there is a single consonant letter between 2-vowel letters in a word, the consonant usually begins the second syllable.

Learning Activities and/or Teaching Strategies - Example: Student will divide the words "apron" and "Canada" into syllables.

Level - 5,6 212

Skill - Understanding the VCCVC principle of syllabification in 2-syllable words.

Behavioral Objective - Student will divide written words into syllables according to the following rule:

(2) When there are two consonant letters between two vowel letters in a word, the first syllable usually ends with the first of the two consonants.

Learning Activities and/or Teaching Strategies - Example: Student will be able to divide the words "cabbage" and "conduct" into syllables.

Level - 5,6 213

Skill - Understanding the LE principle of syllabification.

Behavioral Objective - Student will divide written words into syllables according to the following rule:

(3) When a word ends in "le" and a consonant precedes the "l", the consonant usually begins the last syllable.

Learning Activities and/or Teaching Strategies - Example: Student will divide "apple" and "able" into syllables.

Level - 5,6 214

Skill - Understanding of Accenting.

Behavioral Objective - Student will accent words divided into syllables according to the following rules:

(1) The syllable that has the long vowel sound is accented.

Learning Activities and/or Teaching Strategies - Example: The student will accent the word "receive" properly.

Level - 5,6 215

Skill - Understanding of Accenting.

Behavioral Objective - Student will accent words divided into syllables according to the following rules:

2. The first syllable is accented in a 2-syllable word when the syllable begins and ends with a consonant.

Learning Activities and/or Teaching Strategies - Example: Student can correctly accent:

kit'ten - fas'ten

Level - 5,6 216

Skill - Understanding of Accenting

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

3. Prefixes, suffixes, and endings that form a separate syllable are usually unaccented.

Learning Activities and/or Teaching Strategies - Example: Student will accent -

dis please' grate'ful cop'ied

Level - 5,6 217

Skill - Understanding of Accenting

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

4. If a final syllable in a word ends in "le", the final syllable is unaccented.

Learning Activities and/or Teaching Strategies - The student will have the ability to note that in the words "able" and "apple" the last syllable is unaccented.

Level - 5,6 218

Skill - Understanding of Accenting.

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

5. When "de", "re", "be", "ex", "in", or "a" is the first syllable in a word, it is usually unaccented.

Learning Activities and/or Teaching Strategies - Student has the ability to recognize that the second syllable is accented in the words:

delight relief belief exam intend

about

Level - 5,6 219

Skill - Understanding of Accenting

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

6. If the first syllable of a word ends "ck" that syllable is always accented.

Learning Activities and/or Teaching Strategies - Student will be able to look at a word in which the first syllable ends in "ck" and accent that syllable, i.e. rock'et.

Level - 5,6 220

Skill -Understanding of Accenting

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

7. A syllable in which there is a soft vowel sound (shcwa) is not accented.

Learning Activities and/or Teaching Strategies - Student will recognize that the syllable with a soft vowel sound is not accented.

Example: help'ful pu'pil cap'tain ser'mon

Level - 5,6 221

Skill - Understanding of Accenting.

Behavioral Objective - Student will accent words divided into syllables according to the following rule:

3. In a multi-syllable word one of the first two syllables is accented.

Learning Activities and/or Teaching Strategies - When given a list of multi-syllable words, the student will accent one of the first two syllables:

con di' tion hos'pi tal

Level - 5,6 222

Skill - Arranging words in alphabetical order

Behavioral Objective - Given a series of words randomly listed, the student will arrange and write them in alphabetical order.

Learning Activities and/or Teaching Strategies -

Level - 5,6 223

Skill - Locating a word in the dictionary by using the guide words.

Behavioral Objective - Given two guide words and a list of words, the student will write in alphabetical order only those words from the list that fit between the guide words.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 224

Skill - Ability to substitute definition for word in context

Behavioral Objective - Student will read a sentence, noting italicized word. Then he will locate the word in a dictionary and substitute the proper definition given for the word as used in the given sentence.

Learning Activities
and/or
Teaching Strategies - Example: The mouse ate crumbs of cheese.
The mouse ate tiny pieces of cheese.

Level - 5, 6 225

Skill - Ability to use a dictionary for information concerning the origin of a word.

Behavioral Objective - Given a word, student will be able to use the dictionary to ascertain and write the origin of the word.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 226

Skill - Ability to use the dictionary to find synonyms

Behavioral Objective - Given a list of words, student will be able to find the word in the dictionary and write a synonym for each word.

Learning Activities
and/or
Teaching Strategies - Example: abnormal
taint
complete

Level - 5, 6 227

Skill - Using diacritical marks given in the dictionary to pronounce words correctly.

Behavioral Objective - Given a list of words, student will orally pronounce them correctly after looking them up in his classroom dictionary and using the diacritical marks given therein.

Learning Activities
and/or
Teaching Strategies - Note: Diacritical marks are not uniform, so activities will have to be based on the diacritical marks used by the publisher of the particular dictionary used in the classroom.

Level - 5, 6 228

Skill - Using an index

Behavioral Objective - Given a book and specific areas to locate, the student will use the index to look up selection from each subject area and write the page number of each selection.

Learning Activities
and/or
Teaching Strategies - In your reading, find a selection in each of the following subject areas:

1. plays
2. lyric poems
3. fables
4. myths & legends

Level - 5, 6 229

Skill - Using an index to locate specific information

Behavioral Objective - Given a subject, student will list the pages in his social studies book which contain information about this subject by using the index.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 230

Skill - Comparing information in an encyclopedia with a fictional book.

Behavioral Objective - Given a selection from an encyclopedia and fictional form, the student will specify orally ways in which information contained in the factual selection will differ from informational and fictional forms.

Learning Activities
and/or
Teaching Strategies - Compare fictional and actual accounts of Paul Revere's Ride.

Level - 5, 6 231

Skill - Using biographical sources

Behavioral Objective - Given the name of a famous person, the student will demonstrate his knowledge of biographical source material by listing in writing at least three specific sources, and by writing facts from each of these that an author might use in writing a biography about that person.

(Continued on next page)

Level - 5, 6 231 (Cont'd)

Skill - Using biographical sources

Learning Activities and/or Teaching Strategies - Use encyclopedia, World Almanac, film, television program, filmstrip, biography, autobiography.

Level - 5, 6 232

Skill - Using Dewey Decimal System

Behavioral Objective - Given a copy of the Dewey Deicmal Classification System and a list of subject areas, the student will be able to state the broad Dewey Decimal Classification Number for each area.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 233

Skill - Using the card catalogue

Behavioral Objective - Given a list of book titles, student will be able to use the card catalogue to list the source, author, title, publisher, copyright date, page numbers, reference, and card number of each.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 234

Skill - Ability to find a given book in the library.

Behavioral Objective - Given a list of books, the student will locate each one in the card catalogue of his school library and find each specific book on the shelf.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 235

Skill - Using Tables and Schedules

Behavioral Objective - Given a time schedule, the student will interpret its contents by completing an information table.

Learning Activities
and/or
Teaching Strategies - Use a flight schedule obtained from an Airline and devise a series of questions concerning travel time between cities.

Level - 5, 6 236

Skill - Using maps

Behavioral Objective - Given a map, the student will identify in writing any factual information it contains

Learning Activities
and/or
Teaching Strategies - What cities and highways are shown on the map.

Level - 5, 6 237

Skill - Summarizing information

Behavioral Objective - Given a short paragraph in which the important words of the main thoughts and details are underlined, the student will combine them by writing a 1-sentence summary.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 238

Skill - Organizing information into classifications

Behavioral Objective - Given several headings and a group of items, the student will classify them according to the categorical headings.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 239

Skill - Note Taking

Behavioral Objective - Students will write notes on a given article following these guide lines.

1. Read all the information before you begin to take notes
2. Take notes only on the ideas that tell about your subject

(Continued on next page)

Level - 5, 6 239 (Cont'd)

Skill - Note Taking

Behavioral Objective - 3. Take notes only on important ideas
4. Write each note in your own words without changing the meaning. Do not write notes you do not understand.
5. Write enough in each note so that later it will make sense.
6. Number each note and in parentheses write the last name of the author of the book in which you found the information.
7. Organize notes according to main topics.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 240

Skill - Note taking

Behavioral Objective - Given a magazine article, student will take notes on cards of main ideas and important details.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 241

Skill - Outlining

Behavioral Objective - Students will write an outline from notes previously taken using these guidelines.

1. Read your notes to find out what different topics they tell about and write a list of these topics.
2. After each topics in your list, write the numbers of the notes which tell about that topic.
3. Write a separate paragraph for each topic. Have each paragraph tell about only <u>one</u> topic.
4. If your report tells about a series of things that happened, plan to arrange the parapraphs in chronological order.
5. Write the correct Roman numeral in front of each topic. Add the notes by number that refers to each topic. Example:

Pens Used In America

I. Quill Pens - 1, 3, 11, 12
II. Steel Pens - 2, 4, 7
III. Fountain Pens - 5, 6, 8, 9, 10
IV. Ball Point Pens - 13, 14, 15

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 242

Skill - Outlining

Behavioral Objective - Given a article, the student will write an outline using Roman numerals, letters, indentation, and punctuation correctly.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 243

Skill - Using Reader's Guide to Periodical Literature

Behavioral Objective - Given several topics and the Reader's Guide to Periodical Literature, the student will locate at least two sources of information for each topic in writing.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 244

Skill - Using newspaper

Behavioral Objective - Given any daily newspaper, the student will identify its major sections.

Learning Activities
and/or
Teaching Strategies - Example: Current Events, Sports, Finance, Travel, Classified, etc.

Level - 5, 6 245

Skill - Writing a bibliography

Behavioral Objective - Students will write a bibliography using these guidelines.

1. List the books used in writing your report in alphabetical order, according to last name of author followed by his initials
2. Underline the name of the book.

(Continued on next page)

Level - 5, 6 245 (Cont'd)

Skill - Writing A bibliography

Behavioral Objective - 3. Record the pages used
4. Use correct punctuation
(Example)
Andrews, D. S., The Story of Pens, 23-25
Brown, C. S., Writing in Colonial Times, 40-43
Thompson, R., Quill Pens, 119-122
Ward, T., News Pens, 235-236

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 246

Skill - Preparing bibliography

Behavioral Objective - Given books from which to take notes on a specific subject, student will identify source on each note card.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 247

Skill - Skimming

Behavioral Objective - Given a list of questions and a reading selection, student will skim (read along swiftly and lightly) to find the answers to the questions as quickly as possible, noting the amount of time he took with the objective of increasing his speed.

(Continued on next page)

Level - 5, 6 247 (Cont'd)

Skill - Skimming

Learning Activities and/or Teaching Strategies - Example:

1. What is the name of the boy? Tom Mayer.
2. What does he want? a boat
3. What is his purpose in wanting this thing? To learn to use the wind.
4. In what way did he find an answer to his problem? Building a boat.

More than anything in the world Tom Mayer wanted a boat. Lots of other boys had them and sailed them on the river. It wasn't just because other boys had boats that Tom wanted one, he wasn't that kind of a person. The fact was that Tom really wanted to sail - to learn to use the wind. To buy a boat would cost too much money. Tom knew that. But perhaps he could build one for himself. Then he could earn money for each part as he went along. At last he decided to build a boat.

Level - 5, 6 248

Skill - Scanning

Behavioral Objective - Given a list of questions and a reading selection, the student will scan (read fast but carefully point-by-point) to find the answers to the questions as quickly as possible, noting the amount of time he took with the objective of increasing his speed.

(Continued on next page)

Level - 5, 6 248 (Cont'd)

Skill - Scanning

Learning Activities and/or Teaching Strategies - Example:

1. How do you buy an ice cream cone the right way? Decide what kinds you like and look over the offerings.
2. Why is this the right way? You will be sure to enjoy it if you have picked carefully.

There is even a right way to buy an ice cream cone. Decide first what kinds of ice cream you might like. Then you'll be set to look over the offerings. You won't have to decide suddenly, and, perhaps, be sorry.
When your ice cream cone arrives, taste it and think how good it is. Then say to your friends, "Mmmm, mine is good!" By thinking and saying this, you will find it tastes even better.

Level - 5, 6 249

Skill - Developing a useful procedure for recording new words met in Reading and other situations.

Behavioral Objective - For each new word learned the student will record it on file cards, either 3x5 or 5x7, noting the following specific details about each word:

1. Copy the word (be sure you can pronounce it).
2. Divide the word into syllables.
3. Examine it for prefixes and suffixes and note the meaning of these, note part of speech, etc.
4. Copy onto the card, a phrase in which the word appears.
5. Copy a meaning or some meanings from the dictionary.

(Continued on next page)

Level - 5, 6 249 (Cont'd)

Skill - Developing a useful procedure for recording new words met in Reading and other situations.

Behavioral Objective - 6. Look up synonyms and antonyms and record them.
7. Make a note of related words.
8. Where applicable note the derivation of the word (usually given after the entry in the dictionary marked with brackets). ( ).
9. Try to use the word in your speech and writing.
10. Review the entries in your file often.

(sample card below)

Learning Activities and/or Teaching Strategies -

READING

SAMPLE CARD FOR OBJ. 256C
(Building Vocabulary File)

Prefix: "mis" - meaning "not," - "wrongly" - misguided - Inflected ending - drop silent "e" before adding "ed."

Syllables: mis guid ed - led into a mistake, or misled (def.)

Phrase: "....the misguided boy...."

Sentence: "The misguided boy ran off and joined the gang of thieves."

Level - 5, 6 250

Skill - Develop awareness of other textbooks as sources for new and needed words.

Behavioral Objective - When a student meets a new word in any subject area such as, Science - Social Studies, etc., he will record that word with all the details mentioned above and file it with the others. A separate section in his word file can be designated for "Science Words" etc., or they can be kept in a separate notebook.

Note: The file is a very efficient method of keep words, because they can be more easily alphabetized into the other cards, and expanded in an orderly manner.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 251

Skill - Develop awareness of other sources of new words such as, the feature in the Readers' Digest -- entitled, "Increase your word power" and crossword puzzles.

Behavioral Objective - Student will take the test suggested in a designated issue of the Digest. If it contains words unfamiliar to student, he will record these on his file cards with the explanatory information mentioned earlier.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 252

Skill - Using the Thesaurus correctly. (Treated in Lang. Skills) As a source of new words.

Behavioral Objective - When a new word has been used in any reading passage -- find that word in a Thesaurus and note some of the synonyms and record these in your file with that word. Also note antonyms if such are given, and record them.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 253

Skill - Using the Encyclopedia for fuller explanation of more complex, or widely used words.

Behavioral Objective - Given a list of words that have unusual meanings and multiple usages, locate these in an Encyclopedia and copy the meanings onto your file cards.

Learning Activities
and/or
Teaching Strategies - Compare accounts of the United States in the dictionary and in the encyclopedia.

Level - 5, 6 254

Skill - Evaluating knowledge of new words learned.

Behavioral Objective - Given a list of words which student has put into his file he will indicate its meaning, or two or three meanings (depending on the word) and use that word correctly in a meaningful sentence, in such a way that the reader will understand the meaning also.

(Continued on next page)

Level - 5, 6 254 (Cont'd)

Skill - Evaluating knowledge of new words learned.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 255

Skill - Perceiving relationships between words and working with analogies.

Behavioral Objective - After the concept of analogy has been developed under teacher guidance, students will be given a list of incomplete analogies. The student will determine the relationship between the first two words, then write the missing word.

Learning Activities
and/or
Teaching Strategies - Example: Listen is to ear just as smile is to mouth. Relation is function. Buy is to sell just as late is to early. Relation is opposites, or antonyms.

Note: Although this ability is considered a six year old item on the recognized individual intelligence tests, there will be need for some explanation for most groups. Since it is used extensively in many Intelligence Tests it is a very valuable skill to develop.

Level - 5, 6 256

Skill - Understanding "CLOZE" procedures, as an aid to vocabulary development through another use of context.

Behavioral Objective - Given a selection in which every 10th, 8th, or 6th word has been deleted, student will fill in the blanks with words suggested by the context. Synonyms will be accepted. The word need not be the exact word that was deleted. If this is a test, all blank spaces should be the same length; if it is an exercise for learning the procedure, blanks can be the length of the word as a clue to the missing word. (No words are deleted from the first sentence or the last sentence).

Learning Activities and/or Teaching Strategies - "Both teams came charging up on the ball at the same time. Scrubs and varsity met, helmets thumped, sticks ___(1)___, and the sound of groaning was heard in our ___(2)___. And in the middle of it all, Brittle Baker ___(3)___ to the ground like an unstrung puppet. This time it was his ankle. Baker's bones are ___(4)___ brittle that you can give him a fracture just by ___(5)___ past him in heavy shoes. He was carted off to the campus infirmary, and with him went the last hope of the University's having even a mildly successful LaCrosse season."

Level - 5, 6 257

Skill - Selecting correct meanings

Behavioral Objective - Given a word of multiple meanings the student will state, or write, at least two meanings of the word.

Learning Activities
and/or
Teaching Strategies - Example: State the meanings of these multi-meaning words:

A. bass
B. tear

Answer:

(a) a fish, an instrument, a low tone
(b) moisture from the eye, rip apart

Level - 5, 6 258

Skill - Knowing specific and varying meanings of words

Behavioral Objective - Given the same word used in different situations in a passage, the student will determine the different meanings that the word has in this circumstance based on how it is used in the passage.

Learning Activities
and/or
Teaching Strategies - Considerable work in getting word meaning from content (detailed elsewhere) will be a good lead-in to the development of this skill.

Level - 5, 6 259

Skill - Selecting correct definitions of words

Behavioral Objective - Given a list of qualifying words and a sentence containing a qualifier, the student will circle the qualifier on the list which is closest in meaning to the one in the sentence.

Learning Activities and/or Teaching Strategies - In a list such as the following, identify the qualifier on this list which is closest in meaning to the one in the sentence:

1. He occasionally went to the store.
   a. frequently
   b. never
   c. sometimes

2. A few of the vegetables are rotton.
   a. all
   b. some
   c. most

3. The door is partially open.
   a. somewhat
   b. completely
   c. frequently

Answer: 1 = c, 2 = b, 3 = a

Level - 5, 6 260

Skill - Interpreting Figurative Language

Behavioral Objective - Given sentences containing figures of speech, the student will mark which sentences possess a specified figure.

(Continued on next page)

Level - 5, 6 260

Skill - Interpreting Figurative Language

Learning Activities
and/or
Teaching Strategies - Example: Identify the sentence which is a simile -

_____ 1. The storm marched into the town.
_____ 2. My love is like a red, red rose.

Answer: no.2

Level - 5, 6 261

Skill - Recognizing abstract words. Words that cannot be explained by pictures.

Behavioral Objective - On a separate paper, copy words from the list below that cannot be explained by pictures:

1. justice	7. school building
2. dog	8. education
3. democracy	9. hold-up
4. courthouse	10. crime
5. house	11. girl
6. love	12. beauty

Correct answers: justice, democracy, love, education, crime beauty

Learning Activities
and/or
Teaching Strategies - Draw a picture of those words that can be explained by pictures such as: dog, house, school building, hold-up, girl.

Level - 5, 6 262

Skill - Self assessment of reading attitudes

Behavioral Objective - The student will check "yes" or "no" in the check-column in each item in the following Check List:

	Yes	No
1. Do you read as well as you would like to?		
2. Do you need to read better to do better school work?		
3. Do you read books often?		
4. Do you use the Public Library?		
5. Are you in the habit of reading magazines and newspapers regularly?		
6. Do you remember well what you are reading?		
7. Do you think about what you are reading?		
8. Do you get the main ideas from stories when you read them rapidly?		
9. Do you get the important details when you are reading in fields such as "science?"		
10. Do you understand and follow directions quickly and accurately?		
11. Do you understand pictures and maps, and graphs?		
12. Can you read aloud with accuracy, clearness and ease?		
13. Can you figure out the meaning of new words when you meet them in reading?		
14. Do you know how to read a variety of books when you study?		
15. Do you know the best sources of information?		
16. Do you appreciate good writing?		
17. Do you enjoy reading so much that you sometimes read just for fun?		
18. Do you ever read to understand and improve yourself?		
19. Do you read to become a good citizen?		
20. Have you tried to improve your reading?		

(Continued on next page)

Level - 5, 6 262 (Cont'd)

Skill - Self assessment of reading attitudes

Learning Activities and/or Teaching Strategies - The results will then be compiled and discussed with the class. This may be used as an on going type of evaluation throughout the year.

Level - 5, 6 263

Skill - Evaluating your own assessment

Behavioral Objective - Examine again the questions to which you answered "no" in the preceding assessment. Then, on a separate page in your notebooks, make a list of three different things that you can do to improve the areas to which you answered "no."

Learning Activities and/or Teaching Strategies - This list will be a good starting point for making each student aware of his own "Reading Improvement Plan." This list of things to do can be enlarged as the year progresses.

Level - 5, 6 264

Skill - Questioning as a part of the survey before reading.

Behavioral Objective - After examining chapter headings the pictures, graphs, charts, maps that may accompany it, write out questions that these bits of information bring to your mind before you begin to read. After reading, answer your own questions in writing.

(Continued on next page)

Level - 5, 6 264 (Cont'd)

Skill - Questioning as a part of the survey before reading.

Learning Activities and/or Teaching Strategies - The third section of a chapter in West to the Pacific is titled "American Pioneers Settle Oregon." Here are the main headings in this section."

1. Trappers and missionaries open a trail to Oregon.
2. Settlers follow the long trail to Oregon.
3. Dangers and hardships of the trail.
4. Oregon at last!
5. The Oregon boundary.
6. The Mormons settled at Great Salt Lake.

On a separate paper make a list of 10 questions you might ask about "American Pioneers Settle Oregon." Several of your questions ought to begin with Why and Who.

Level - 5, 6 265

Skill - Relating stories to life experiences.

Behavioral Objective - After reading a story or short selection which describes an incident which may happen anywhere, such as an accident that almost happened, student will write a story from his own experience about the same thing, or something similar.

(Continued on next page)

Level - 5, 6 265 (Cont'd)

Skill - Relating stories to life experiences.

Learning Activities and/or Teaching Strategies - At first this can be done orally through class discussion. Later students may be requested to write their experience similar to that told in a story.

Level - 5, 6 266

Skill - Getting the main idea of a paragraph or short selection by use of newspaper selections and headlines.

Behavioral Objective - Some students will be given the Headlines, which have been cut off from newspaper articles, and other students the articles. As a student reads a headline, another student who thinks he has the article with which that headline goes, must read the article and discuss the correctness of the Match. This will be reversed, and one student will read the article and another match it with the appropriate headline.

A second copy of the paper from which the articles and headlines have been cut should be available for students to check their interpretations with the writers of the articles.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 267

Skill - Distinguishing fact and opinion

Behavioral Objective - Given a random group of factual and opinionated statements, the student will classify each one according to those categories.

Learning Activities and/or Teaching Strategies - Example: Classify the following statements according to the categories of fact or opinion:

1. Caution: Cigarette Smoking may be Hazardous to Your Health.
2. The peacock has the loveliest tail feathers of any bird.
3. A red traffic light means that all cars going in its direction should stop.
4. Marcy said that life exists on other planets in our solar system.

Answer: 1 - Fact 3 - Fact
2 - Opinion 4 - Opinion

Level - 5, 6 268

Skill - Distinguishing Fact and Fantasy

Behavioral Objective - Given selections of fact and fantasy, the student will classify each one according to these categories -

1. science textbook
2. fiction story
3. autobiography
4. fairy tale
5. myth
6. biography
7. fable
8. non-fiction
9. wives' tale

Answer: Fact = 1, 3, 6, 8
Fantasy = 2, 4, 5, 7, 9

Learning Activities and/or Teaching Strategies -

Level - 5, 6 269

Skill - Filtering out irrelevant or unproved facts as a basis for critical thinking.

Behavioral Objective - Using a paragraph which contains many facts, the student will list -

1. those that have been proven,
2. those for which there is no proof in the paragraph or his own experience,
3. those that are proven, but not relevant to the meaning of the paragraph.

Learning Activities and/or Teaching Strategies - For some students more practice in this skill may be needed. If a student recognized the relevant proven facts in a paragraph readily, longer selections may be used.

Level - 5, 6 270

Skill - Understanding Sequence. Recalling order in which characters appear in the story.

Behavioral Objective - After reading a story (from the reading text or other source) students will list the characters in the order in which they first appeared in the story.

Learning Activities and/or Teaching Strategies - Naturally, it would be most advisable to do this with a story that had a few characters first, then follow up with stories with a greater number of characters.

Level - 5, 6 271

Skill - Remembering the time order (in material read)

Behavioral Objective - After reading and discussing a story, students will make a short "time-line" to show the time sequence of events in the story (which may be different than the way it was reported in the story).

Learning Activities and/or Teaching Strategies - A story that relates to some historical event may be the best type to begin with. This skill can be extended by using a play -- a mystery -- such as a detective story.

Level - 5, 6 272

Skill - Sequence - Understanding cause and effect.

Behavioral Objective - After reading a story discuss how an action or event was caused by an earlier event or idea.

Learning Activities and/or Teaching Strategies - As students progress in this ability, material with more complex patterns of cause and effect can be used, and students can list them individually.

Level - 5, 6 273

Skill - Seeing relationships or time order.

Behavioral Objective - Given a list of scrambled chronological events, the student will demonstrate an understanding of time relationships by arranging them in sequential order.

Learning Activities and/or Teaching Strategies - Arrange these events in order by numbering them one to five - 73

(Continued on next page)

Level - 5, 6 273 (Cont'd)

Skill - Seeing relationships or time order.

Learning Activities and/or Teaching Strategies - _____ W.W. I

_____ Civil War

_____ W.W. II

_____ American Revolution

_____ Vietnam War

Answer: 3, 2, 4, 1, 5

Level - 5, 6 274

Skill - Predicting outcomes

Behavioral Objective - Given a passage missing its conclusion, the student will write a logical outcome and list the reasons for his conclusion.

Learning Activities and/or Teaching Strategies - Write a logical outcome for this passage and list your reasons for your conclusion.

The baseball game is tied 6 to 6 in the last half of the ninth inning. Two outs have occurred to the team at bat.

Answer: Any answer is acceptable so long as it follows logically from the above, and so long as students' reasons are consistent with conclusions drawn.

Level - 5, 6 275

Skill - Making inferences

Behavioral Objective - Given a paragraph to read, the student will answer a related question whose answer is implied but not directly stated, within its content.

Learning Activities and/or Teaching Strategies - Identify the likely source of the skunk's disturbance described in this paragraph:

"The conductor did not dare move because of the skunk. The little skunk did not dare move at all. He was totally terrified. He was used to solid ground. The ground had never bounced and banged, rocked and rattled. The little skunk did not know what to do." (Adapted from DeJohn Meindert, Smoke Above the Lane).

Answer: a train

Level - 5, 6 276

Skill - Interpretation of facts

Behavioral Objective - Given a selection whose content infers a moral or value, the student will interpret the content by writing an explanation of its meaning.

Learning Activities and/or Teaching Strategies - Use one of Aesop's Fables, for example - "The Foxes and the Grapes."

Answer: Sometimes we act like we don't really want something when we can't easily get it.

Level - 5, 6 277

Skill - Forming sensory images

Behavioral Objective - Given phrases containing sensory images, the student will identify the sense suggested by each phrase.

Learning Activities and/or Teaching Strategies - A. 1. savory scent of broth
2. crunchiest apples
3. silky, black feathers
4. thudding of feet

Answers: 1. smell 3. touch, sight
2. taste, sound 4. sound

B. Eugene Field's poems

Level - 5, 6 278

Skill - Understand the elements of a story

Behavioral Objective - Given a list of elements of a story and a series of definitions, the student will match the name of the element with its definition.

Learning Activities and/or Teaching Strategies - Example: Draw a line from the story part to its description:

1. the beginning	a. The most exciting part of the story where the main problems are solved.
2. the build up	b. The author tells who the main characters are, when the story takes place, and where the story takes place.

(Continued on next page)

Level - 5, 6 278 (Cont'd)

Skill - Understand the elements of a story

Learning Activities and/or Teaching Strategies (cont'd)

Example:

3. the climax	c. Usually very short, the story is finished quickly and quietly.
4. the ending	d. The author lets you know that something is going to happen. He tells you about events to keep you interested and wondering what will happen next.

Answer: 1 = b 3 = a
2 = d 4 = c

Level - 5, 6 279

Skill - Analyzing characterization in a story

Behavioral Objective - The student will describe the characterization in a given story.

1. He will tell how many characters there are.
2. He will tell you who they are.
3. He will tell you how they are described.

Learning Activities and/or Teaching Strategies - A short story, very short, or a fable, may be used when the skill is first taught .. then increase the length and complexity and number of characters in the story used.

Level - 5, 6 280

Skill - Analyzing the plot of a story

Behavioral Objective - Given a story to read, the student will analyze the story and write a description of the plot in terms of who acted, what action was taken, and the result of this behavior.

Learning Activities and/or Teaching Strategies - Use simple, short stories to begin teaching this skill, then the length and complexity of the story may be increased.

Level - 5, 6 281

Skill - Discovering plot sequence

Behavioral Objective - Given a story and a disordered list of five events taken from the story, the student will read the story an rewrite the set of sentences in chronological sequence as they occurred in the story.

Learning Activities and/or Teaching Strategies - Example: Read the "Legend of Sleepy Hollow," then rewrite these events in the chronological order in which they occurred in the story ;

_____ Ichabod goes to the party at the Van Tassel's.
_____ Ichabod Crane comes to Sleepy Hollow
_____ Ichabod falls in love with Katrina
_____ Brom marries Katrina
_____ Ichabod is chased by the headless horseman.

Answer: 3-1-2-5-4

Level - 5, 6 282

Skill - Comparison of story elements

Behavioral Objective - Given two stories, the student will compare them on the basis of their central characters, their behavior, and the moral, if any.

Learning Activities and/or Teaching Strategies -

1. What were the differences in the main characters?
2. What differences were there in the behavior described.
3. What were the differences between the morals of each story?

Level - 5, 6 283

Skill - Identifying the characteristics in a Fable that make it typical of that form.

Behavioral Objective - Student will read a short fable and write the specific characteristics of the fable found in it.

Learning Activities and/or Teaching Strategies -

Criteria -

1. The story contains an animal with a single dominant trait.
2. It is about a single episode; it reveals the variety of attempt.
3. The moral in the story is an abstract idea.
4. The animal's behavior is depicted.
5. The story is brief, and is in narrative form.

Example: Suggested fable, "The Partridge and the Crow."

Level - 5, 6 284

Skill - Classification of the kind of story. (This skill could be taught only after the students had had experiences with all types.)

Behavioral Objective - Given a list of description or categories in literature and a corresponding list of the categories, the student will analyze each description and write the latter preceding it beside the numeral representing the appropriate category.

Learning Activities and/or Teaching Strategies - Example:

Part A

A. These stories are written to show ways in which people all over the world are similar in their feelings and concerns.

B. These stories teach a lesson on moral.

C. First people told each other these stories. Gradually they were written down. The Grimm Brothers collected many in Europe.

D. These stories are accounts of the lives of people who really lived.

E. These stories originated from the pride of people really felt in America. They were extremely exaggerated.

F. These stories, written in modern times, often contain magic, humor, and transformation from the real to the ideal world.

Part B

_____ 1. Biography

_____ 2. Fanciful tales

_____ 3. Tall Tales

_____ 4. Fables

_____ 5. Folk Tales

_____ 6. Other lands and people

Answer: 1 = d, 2 = f, 3 = e, 4 = b, 5 = c, 6 = a.

Level - 5, 6 285

Skill - Recognizing the author's pattern - Sharing-Experience Pattern.

Behavioral Objective - Given an example of the Sharing-Experience Pattern, the student will mark all the personal pronouns used, and write a short statement indicating what he believes this personal experience to be and whether he thinks it is an actual experience and why.

Learning Activities and/or Teaching Strategies -

1. The author's purpose usually determines his pattern.

2. In the Sharing-Experience Pattern the author is clearly aiming to tell the reader of a personal experience.

3. In this pattern the author will use such personal pronouns as "I," "we," "us," "our."

4. This pattern is easy to identify and easy to read.

5. Comprehension difficulties are at a minimum.

Example:
"Our largest catch, a 50-pound yellow, was caught near the close of the day. A group of grabblers flushed him into the open water fifty yards above us. He lunged and butted his way through another group and appeared in our midst. Our first notice of his appearance among us was when he butted Charlie Cox squarely in the stomach. We closed in and undertook to corner him. He thundered, blustered, butted, and chewed fingers until we finally managed to pen him against a log. With shouts of triumph we hoisted him ashore and thus ended our day."

(From Field and Stream)

Level - 5, 6 286

Skill - Recognizing the author's pattern - Imparting Information Pattern.

Behavioral Objective - Given a short passage exemplifying this Pattern, the student will check the following criteria, indicating to what degree he feels the passage meets these standards.

Learning Activities and/or Teaching Strategies - Criteria: The Imparting Information Patterns:

Easy to identify_____.
Contains many factual details_____.
Author's purpose is easy to determine_____.
Demands careful, detailed reading_____.

Example: "The radioactivity of uranium minerals may be detected by use of Geiger and scintillation counters. Their use gives the prospector an unusual advantage for these instruments can detect the presence of radioactive minerals even if they are concealed from sight by a few inches or so of soil or rock. Geiger and scintillation counters have been developed in various shapes and sizes, suitable for use by the prospector on the ground, for reconnaissance, and for drill-hole logging. The scintillation counter is much more sensitive than the Geiger counter and, therefore, will detect much less intense radioactivity."

Level - 5, 6 287

Skill - Recognizing the author's pattern - Opinion-Reason-Pattern.

Behavioral Objective - Given an example of this pattern, the student will underline all the clues--words or phrases that are characteristic of this Pattern. Draw one line under the part that is his opinion and two lines under the parts that are his reasons.

(Continued on next page)

Level - 5, 6 287
(Cont'd)

Skill - Recognizing the author's pattern - Opinion-Reason Pattern.(cont'd)

Learning Activities
and/or
Teaching Strategies - Criteria: Opinion-Reason Pattern -

1. Author's purpose is he wants to give you reasons for his opinion, but in some cases -

2. You may have to read two or three sentences or paragraphs before you can determine whether he is expressing an opinion and if he intends to give reasons supporting it.

3. Some clues are such phrases as: "I think," "I believe," "I prefer," "in my opinion," "according to my viewpoint."

Example:

"From my earliest youth I have regarded slavery as a great moral and political evel. I think it unjust, repugnant to the natural equality of mankind, founded only in superior power! a standing and permanent conquest of the stronger over the weaker. All pretense of defending it on the ground of different races, I have ever condemned and have even said that if the black race is weaker, that is a reason against and not for its subjection to oppression ... Daniel Webster."

Level - 5, 6 288

Skill - Recognizing the author's pattern - Substantiated-Facts Pattern.

Behavioral Objective - Given a passage that exemplifies this pattern, the student will draw one line under the conclusion and two lines under the facts that prove the conclusion.

Learning Activities and/or Teaching Strategies -

Criteria: Substantiated-Facts Pattern:

1. Usually begins with a conclusion.
2. It is followed by facts to prove the conclusion.
3. However, the conclusion can come at the end.
4. Will not use personal pronouns.
5. Will not contain verbs like "think," "believe."
6. Usually terse statement of fact:
7. Must be read more carefully and slowly.
8. Meaning of every word must be grasped in order to understand the evidence presented.
9. The conclusion stated will be the topic sentence.
10. Subsequent sentences will be related as reinforcing details.

There are many visible evidences that the moon has little or no atmosphere. The illuminated portion of its surface is always visible. No haze, clouds, or dust storms have ever been observed. When the moon passes between the earth and the sun no luminous atmospheric ring is visible. The moon's margin is sharp and black. When the moon passes between the earth and a star, the light of the star is cut off sharply and suddenly, not gradually, It is quite certain that if it ever possessed an atmosphere, it has lost it now.

Level - 5, 6 289

Skill - Recognizing the author's program - Question-Answer.

Behavioral Objective - Given a short excerpt or paragraph exemplifying this Pattern, the student will write out his ideas as to how this example fits the following criteria.

Learning Activities and/or Teaching Strategies - Criteria: Question-Answer Pattern states the reader's purpose for him.

1. It is easier to hold in mind than a topic sentence.

2. It stands out sharply throughout the reading of the text.

3. When you encounter a question in a title, subdivision, or paragraph, you know immediately that the author is going to answer it.

Example: What is "time" -- The shadow on the dial, the striking of the clock, the running of sand, day and night, summer and winter, months, years, centuries -- these are but the arbitrary and outward signs -- the measure of time, not time itself. "Time is the life of the soul. H. W. Longfellow"

Level - 5, 6 290

Skill - Identifying various patterns in writing.

Behavioral Objective - Given several excerpts that are samples of different patterns -

1. Sharing-Experience
2. Imparting-Information
3. Opinion-Reason
4. Substantiated Fact
5. Question-Answer

(Continued on next page)

Level - 5, 6 290 (Cont'd)

Skill - Identifying various patterns in writing

Learning Activities and/or Teaching Strategies - The student will indicate after each one which pattern is illustrated, and justify his answer.

(This would be a follow-up activity after each pattern had been taught)

Level - 5, 6 291

Skill - Detecting the techniques used in propaganda - Bad Names -

Behavioral Objective - Given an excerpt the student will underline all the words that he considered "bad names" -- words that give a certain impression or try to make you want to buy the product he is trying to sell. The class will discuss their reactions.

Learning Activities and/or Teaching Strategies - Example:

"Why should you dread going to parties and socials simply because you look so scrawny and spindly? Why ever feel self-conscious about your body again? If you're under-weight or just a little on the thin side due to faulty appetite or bad dietary habits, you can put on up to a pound a day of attractive weight without exercise, dangerous drugs, or special diet. Don't be a wallflower because you have a figure like a broomstick. Gain more weight."

Level - 5, 6

292

Skill - Understanding the techniques used in propaganda - Glad Names -

Behavioral Objective - Given an excerpt in which many pleasant words are used to building a favorable impression of the person described, the student will list the underlined words and beside each one indicate whether it does help create a favorable impression, and are they supported by fact?

Learning Abilities and/or Teaching Strategies - "While politics debate pro and con, the Nixon qualifications, there stands out from the historical picture one paramount intriguing question: How did Dick Nixon get where he is today, at the age of only 42? How did he achieve in nine short years since he entered politics a spot for which many able men of dedicated careers have labored a lifetime in vain?

The answer seems to be a combination of Nixon's qualities of integrity, sincerity, hard work, drive, decision, intelligence, and administrative ability, plus the breaks. Action and decision for better or worse, have keynoted his life."

Level - 5, 6

293

Skill - Recognizing techniques used in propaganda - the Plain Folks approach.

Behavioral Objective - Make a list of the words or phrases that are used to give the impression of "plain folks" in the following paragraph -

"For Dick Nixon, the California small-town boy who carried groceries, played the piano in church, worked his way through college, sweated it out under Jap Bombardment in the Pacific, and came up the hard slugging way in politics through the House and Senate,

(Continued on next page)

Level - 5, 6 293 (Cont'd)

Skill - Recognizing techniques used in propaganda - the Plain Folks approach -

Behavioral Objective (cont'd)
stood in phenomenal position in the center of the world stage."

Learning Activities and/or
Teaching Strategies - The "Plain Folks" technique makes use of:

1. Admiration of the humble, common man in American Tradition.
2. Lowly family background.
3. Word pictures to convince public that he is an ordinary man or woman.
4. Indicate that the person is just like you and me, by picturing the person shoveling snow, playing with a dog, etc.

Level - 5, 6 294

Skill - Recognizing techniques used in propaganda - Band Wagon approach -

Behavioral Objective - Listen to at least five commercials on television and list the ideas used that indicate the use of the Band Wagon technique in them. Give time and firm advertising.

Learning Activities and/or
Teaching Strategies - The Band Wagon techniques are used to:

1. Get us to accept something because everybody else is enthusiastic about it.
2. Is based on the theory that you will want to think vote, or buy what the great majority favors.

(Continued on next page)

Level - 5, 6 294 (Cont'd)

Skill - Recognizing techniques used in propaganda - Band Wagon approach -

Learning Activities and/or Teaching Strategies - (Cont'd)

3. If everybody else is doing it, then you should too.

4. You wouldn't want to be different from other people.
   Note: Predominantly used in Fashion advertising.

5. "Everybody is wearing--this year."

6. Used in appeals to similar religious groups, groups of similar racial descent, groups engaged in the same type of work.

7. Uses such phrases as: "10,000 Americans switched to Sunny South Whiskey last month." "Everybody's doing the Mambo - let us teach you now."

Level - 5, 6 295

Skill - Recognizing techniques used in propaganda - Card Stacking, etc.

Behavioral Objective - Given an advertisement that is written as a story such as found in many magazines, the student will study it and note instances of "card stacking," make a list and be prepared to defend your own conclusions.

Learning Activities and/or Teaching Strategies - Criteria: The "Card Stacking" technique is:

1. The most subtle and probably the most dangerous.

(Continued on next page)

Level - 5, 6 295 (Cont'd)

Skill - Recognizing techniques used in propaganda - Card Stacking, etc.

Learning Activities and/or Teaching Strategies - (cont'd)

2. Only what is favorable to the writer's purpose is given.

3. He glorifies these points that contribute to his ends, but omits or misrepresents those which may influence the reader in the opposite direction. (This technique is used a great deal in advertising and in political campaigns). For instance, in a cigarette ad you may be told it "lasts longer," "tastes better," "contains finer tobacco," etc., but you are not told "longer than what?"

Level - 5, 6 296

Skill - Recognizing the technique of "Transfer" when used by the Propagandist.

Behavioral Objective - Using a picture that shows a well-known person beside an article that is for sale, indicating but not really saying, that the person would buy or use the item, the student will write out his idea of the purpose of the picture.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 297

Skill - Become familiar with the use of "The Testimonial" in Propaganda.

Behavioral Objective - The student will write his explanation of the effect a given testimonial would have on a person who read it.

Learning Activities and/or Teaching Strategies - Example: "Movie actresses must have slim, attractive figures. I keep my figure trim by drinking 'No Weight' beverages. (signed) Shirlene Glamour"

Level - 5, 6 298

Skill - Know how to analyze propaganda -- general principles - questions to ask.

Behavioral Objective - Given an excerpt which is obviously propaganda, the student will answer the following questions after examining it (write out the answer after each question and tell why you answered as you did):

1. Who is the propagandist?
2. Whom is he serving?
3. What is his aim in writing on this subject?
4. To what human interests, desires, emotions does he appeal?
5. What technique does he use?
6. Are you or are you not going to permit yourself to be influenced through the tactics of this propagandist?

Learning Activities and/or Teaching Strategies - This exercise when completed would be excellent material for a class discussion.

Level - 5, 6 299

Skill - Recognizing emotions and attitudes

Behavioral Objective - Given a short reading selection of emotional content, the student will orally identify the emotions of each character.

Learning Activities
and/or
Teaching Strategies - Identify the emotions of the characters in this passage, list the words in the selection which substantiates your answer:

"..... and Juda, seeing her happy little face, opened his arms and gave her a great big hug. For the first time he felt comfort creep into his heart .....?

(From "The Big Wave" by Pearl Buck)

Answers: joy, happiness -- "seeing her happy face."

love, tenderness - "opened his arms and gave her a great hug."

warmth, content - "felt comfort creep into his heart."

satisfaction -

Level - 5, 6 300

Skill - Increase reading rate

Behavioral Objective - Student is given a passage which is interesting and has no words that are unfamiliar to him. At a signal from the teacher he will begin to read. His time will be recorded. By counting the number of words in the passage and the number of minutes it took him, he will divide to find the number of words he read per minute.

When he has finished reading he will answer the questions prepared to check his comprehension on the passage.

Student will keep a record of his rate and comprehension on each such practice.

Note: Any student who is reading well at a specific level and can recognize or figure out the words quickly, can be helped to improve his rate of reading.

Learning Activities
and/or
Teaching Strategies - Suggestions to the student:

Cultivate the habit of looking ahead in reading. Determine to read faster - say to himself - "I must read faster and remember what is read." Comprehension need not be stressed when one first begins to work on increasing the rate, but should be considered later so that student does not read too fast to get the ideas. It should be thought of as <u>speeded comprehension</u>, not just going over the words.

BIBLIOGRAPHY

Alkin, Marvin C.
Instructional Objectives Exchange, Reading 4-6 - UCLA
Graduate School of Education - 1966

Betts, Emmett Albert
Foundations of Reading Instruction
American Book Company, New York - 1954

Bond, Guy L. and Tinker, Miles A.
Reading Difficulties Their Diagnosis and Correction
Appleton-Century-Crofts, Inc., New York - 1957

Dimensions of Critical Reading - Vol. XI - 1964
Published by: Reading Study Center, School of Education
University of Delaware

Proceedings of the Annual Education and
Reading Conferences held at the University
of Delaware, March 1-2 and March 6-7, 1964

Durkin, Dolores
Phonics and the Teaching of Reading
Teachers College, Columbia University, New York - 1962

Gray, William S.
On Their Own in Reading
Scott, Foresman & Company, New York - 1946

Phonics We Use, Books C, D, E, F, G
Lyons and Carnahan, Chicago - 1966

Reading - A Thinking Process - Vol. VII, March 1958
Reading Study Center, School of Education, University
of Delaware. Proceedings of the 40th Annual Education
Conference on Reading, held at University of Delaware -
February 26 and March 1, 1958.

Stauffer, Russell G., Burrows, Alvina Truet; Henderson, Edmund H.
Teachers Edition of Skillbook for "Above the Cloud."
Holt, Rinehart & Winston, Inc., New York - 1962

Stauffer, Russell G., Burrows, Alvina Truet; Henderson, Edmund H.
Teachers Edition of Skillbook for "Through the Years."
Holt, Rinehart & Winston, Inc., New York - 1962

Stauffer, Russell G.; Burrows, Alvina Truet; Henderson,Edmund H.
Teachers Edition of Skillbook for "Skyways to Tomorrow."
Holt, Rinehart & Winston, Inc., New York - 1962

BIBLIOGRAPHY
(Cont'd)

Smith, Nila Banton
Read Faster and Get More from Your Reading
Prentice-Hall, Inc., Englewood Cliffs, New Jersey - Seventh Printing - 1961

Smith, Nil Banton
Reading Instruction for Today's Children
Prentice-Hall, Inc., Englewood Cliffs, New Jersey-1963

Strang, Ruth; McCoullough M.; Traxler, Arthur E.
The Improvement of Reading - Third Edition
McGraw-Hill Series in Education - Curriculum and Methods in Education -
McGraw-Hill Book Company, Inc., New York - 1961

The Reading Teacher, Vol. 23, No. 5, February 1970
Cloze Procedures and Comprehension, Joseph W. Culhane - pp 414-417
International Reading Association, Newark, Delaware

Wheeler, Arville
Question and Answer Book on Reading
Croft Educational Services, New London, Connecticut

Witty, Paul; Grotberg, Edith
Developing Your Vocabulary
Science Research Association, Inc., Chicago, Illinois
(Paperback workbook for advanced readers)

Witty, Paul
How to Improve Your Reading
Science Research Associates, Chicago, Illinois
(An advanced reading text)

INDEX OF SKILLS

This skills list can be used by the teacher for self-evaluation of material taught or pupil evaluation.

Word Recognition

_____ 202. Recognition of root words

_____ 203. Recognition of abbreviations

_____ 204. Forming compounds

_____ 205. Recognizing meanings of certain suffixes

_____ 206. Recognizing meanings of certain prefixes

_____ 207. Recognizing the sound of family words

_____ 208. Recognizing homophones

_____ 209. Forming possessives

_____ 210. Forming plurals of nouns

Syllabification

_____ 211. Understanding the VCV principle

_____ 212. Understanding the VCCVC principle

_____ 213. Words ending in LE

Accenting

_____ 214. Recognizing that syllable with long vowel is accented.

_____ 215. Recognizing when first syllable is accented

_____ 216. Influence of prefixes and suffixes

_____ 217. Influence of LE ending

_____ 218. Recognizing that when DE, RE, BE, EX, IN, or A is the first syllable of a word, it is usually unaccented.

_____ 219. Recognizing that if the first syllable of a word ends in CK it is always accented.

_____ 220. Recognizing that when a syllable has a soft vowel sound it is not accepted.

_____ 221. Recognizing that in a multi-syllable word, one of the first two syllables is accented.

Dictionary and Reference Skills and Study Skills

_____ 222. Alphabetizing

_____ 223. Locating words by using guide words

_____ 224. Substituting definition for word in context

_____ 225. Finding origin of a word in the dictionary

_____ 226. Finding synonyms in the dictionary

_____ 227. Understanding diacritical marks

228)
_____ 229) Using an index as an aid to study

_____ 230. Using the encyclopedia

_____ 231. Using biographical sources

_____ 232. Using Dewey Decimal System

_____ 233. Using card catalogue

_____ 234. Finding a given book in the library

_____ 235. Using tables and schedules

_____ 236. Using maps

_____ 237. Summarizing information

_____ 238. Organizing information into classifications

239)
_____ 240) Note taking

_____ 241. Outlining

_____ 242. Outlining

_____ 243. Using Reader's Guide to Periodical Literature

_____ 244. Using the newspaper

_____ 245. Writing a bibliography

_____ 246. Preparing a bibliography

_____ 247. Skimming

_____ 248. Scanning

Vocabulary Building

_____ 249. Developing a procedure for recording new words

_____ 250. Developing use of other textbooks as sources of new words.

_____ 251. Using Reader's Digest feature - "Increase Your Word Power."

_____ 252. Using the Thesaurus correctly

_____ 253. Using the encyclopedia for fuller explanation of words.

_____ 254. Evaluating knowledge of new words learned

_____ 255. Preceiving relationships between words and working with analogies

_____ 256. Understanding "Cloze"

_____ 257. Selecting correct meanings

_____ 258. Specific and varying meanings

_____ 259. Selecting correct definitions of words

_____ 260. Interpreting figurative language

_____ 261. Recognizing abstract and concrete words

Comprehension and Critical Reading

262) Self assessment of reading
_____ 263)

_____ 264. Questioning as a part of the survey before reading

_____ 265. Relating stories to life experiences

_____ 266. Getting the main idea of a paragraph or short selection by use of newspaper selections and headlines.

_____ 267. Distinguishing fact and opinion

_____ 268. Distinguishing fact and fantasy

_____ 269. Filtering out irrelevant or unproved facts

_____ 270. Recalling order in which characters appear

_____ 271. Remembering time order

_____ 272. Understanding cause and effect

_____ 273. Seeing relationships

_____ 274. Predicting outcomes

_____ 275. Making inferences

_____ 276. Interpreting facts

_____ 277. Forming sensory images

_____ 278. Understanding the elements of a story

_____ 279. Analyzing characterization in a story

_____ 280. Analyzing the plot of a story

_____ 281. Discovering plot sequence

_____ 282. Comparing of story elements

_____ 283. Identifying the characteristics in a fable that make it typical of that form.

_____ 284. Classifying the kind of story

285)
286)
287) Recognizing the author's pattern
288)
289)
_____ 290)

_____ 291. Detecting techniques used in propaganda

292)
293)
294) Understanding techniques and general principles
295) used in propaganda.
296)
_____ 297)

_____ 298. Analyzing propaganda

_____ 299. Recognizing emotions and attitudes

_____ 300. Increasing reading rate.

WRITING

5-6

WRITING SKILLS

Introduction

In this stage of the "child's linguistic development, he acquires facility in the use of visual symbols for communicating with others."[1] He learns to express his thoughts, feelings, and emotions and to exercise some control over the physical act.

In developing writing skills, the child must have as a pre-requisite an adequate oral vocabulary in order to progress. Betts says the "speaking vocabulary should be about five thousand words."[2] A student in the very early stages has considerable insight in using language to inform and influence others.

At the same time, as a pupil progresses from the actual physical act of learning to write to the more advanced stages of informal and creative writing, he becomes more adept in the thinking as well as the other language arts areas. He will face many language problems including sentence structure, paragraphing, grammar, usage, and the biggest problem of all will probably be spelling. The area of spelling will be discussed in the next chapter of this guide.

By listing the criteria that is essential in this sequential language pattern of writing, it will be of value to note that writing cannot be separated or segregated from the rest of the curriculum. It is an integral part in every subject matter area whether taught formally or informally.

In the early stages the formative writing habits are emphasized and as an adjunct, creative writing is to be initiated as soon as possible. In these turbulent days, it is imperative to (1) stimulate creative expression of ideas; (2) develop a sense of personal worth for each child and his contributions; (3) establish rapport among children and teachers so as to encourage freedom of expression; (4) develop the writing skills and vocabulary to facilitate writing as a form of communication. The development of creative writing skills can help the above criteria to be achieved. The ultimate aim is to have each and every student using his creative writing abilities in every curriculum area.

In composition work, emphasize ideas rather than mechanics; communication rather than structure. Marking every error can increase the students' reluctance to write. Look for the positive: the first phrase, the clear cut idea, the significant insight. Point them out and let the students sense their values. Recognize conscientious effort. Search for something good to say about each composition. Adjust your expectations realistically; demand more from the more able, less from students of limited ability. Build respect and prestige for good writing by regularly exhibiting successful student writing, or by encouraging students to enter writing contests.

MATERIALS

1. News-Journal Newspaper Instructional Unit - Wilmington, Delaware

   Note: Launching pad for the writing of Non-fiction.

2. Holling C. Holling - Author and Illustrator of Pagoo (Houghton-Mifflin, 1957), film entitled "Story of a Book."

3. How to Write Articles by Bernice Roer (St. Louis, Missouri - The Bethany Press, 1963)

   A 64-page explanation of composing an article from the idea to the completed book.

Level - 5, 6 89

Skill - Identification of verbs

Behavioral Objective - Given a set of sentences, the student will identify the verbs by underlining them.

Learning Activities and/or Teaching Strategies - Underline the verbs in each of the following sentences:

1. Mary <u>can go</u> to the store.

2. The old witch <u>stirred</u> her caldron with a broom.

Level - 5, 6 90

Skill - Predicate and verb

Behavioral Objective - Given a sentence, the student will orally identify the verb and complete predicate.

Learning Activities and/or Teaching Strategies - Label the verb and underline the complete predicate in this sentence -

verb

1. John <u>threw the ball to second base</u>.

Level - 5, 6 91

Skill - Identifying Gerunds - Verbals
(A gerund is a verb ending in "ing" acting as a noun)

Behavioral Objective - Given a set of sentences containing gerunds, the student will identify the gerunds by underlining them.

Learning Activities and/or Teaching Strategies - Read the following sentences and underline the gerund in each -

1. Climbing Mt. Everest was accomplished in 1954 by Sir Edmund Hillary.
2. Airplanes are used in fighting forest fires.

Level - 5, 6 92

Skill - Verbals - Infinitives
(A verb indicated by the word "to" before the verb)

Behavioral Objective - Given a set of sentences containing infinitives, the student will identify the infinitives.

Learning Activities and/or Teaching Strategies - Read the following sentences and underline the infinitive in each -

1. To stop now is to fail.
2. Man gradually learned to use fire and to make tools.

Level - 5, 6 93

Skill - Noun Function - direct objects

Behavioral Objective - Given a set of sentences which contain direct objects, the student will identify by underlining the direct objects.

Learning Activities and/or Teaching Strategies - Read the following sentence and underline the direct object:

1. Thelma read the minutes of our last mothers' club meeting.

Level - 5, 6 94

Skill - Noun Function - indirect objects

Behavioral Objective - Given a set of sentences which contain indirect objects, the student will identify, by underlining, the indirect objects.

Learning Activities and/or Teaching Strategies - Read the following sentences and underline the indirect object:

1. Katherine, show Aunt Matilda your new coat.

2. Experience should teach us wisdom.

Level - 5, 6 95

Skill - Adjectives - Identification of function

Behavioral Objective - Given a set of sentences containing adjectives and a set of questions which adjectives customarily answer, the student will identify the adjectives and the questions each answers.

Learning Activities
and/or
Teaching Activities - Fill in the form below in the following manner: Identify the adjectives in the following sentences. Write each of them in the adjective column. Then check the question each adjective answers in the sentence.

Adjective	What Kind	Which One	How Much or Many?
_____	_____	_____	_____

Level - 5, 6 96

Skill - Adjectives - Comparisons

Behavioral Objective - Given a set of sentences containing positive degree adjectives, the student will write the comparative and superlative degrees of those adjectives.

Learning Activities
and/or
Teaching Strategies - Fill in the blank space with proper form. Example:

	Positive	Comparative	Superlative	
The	slow	slower	slowest	train plodded around the curve.
The	interesting	more interesting	most interesting	book was selected

---

Level - 5, 6 97

Skill - Adverbs - Identification

Behavioral Objective - The student will be able to identify adverbs in a given set of sentences.

Learning Activities
and/or
Teaching Strategies - Circle all the adverbs which appear in the following paragraph:

1. Danny, our star quarterback, raced
2. hurriedly towards the goal line. Immed-
3. iately, the stands stood and cheered loudly.
4. As Danny fell hard across the line, being
5. tackled roughly by the defensive halfback,
6. the crowd showered the bleachers with con-
7. fetti made from quickly torn-up programs.
8. We just won the game.

Criteria: 2. hurriedly, immediately
3. loudly
4. hard
5. roughly
7. quickly
8. just

Level - 5, 6 98

Skill - Adverbs - Function

Behavioral Objective - Given sentences containing adverbs, the student will indicate the adverbs and state what questions they answer.

Learning Activities
and/or
Teaching Strategies - A. Read the sentences below carefully and select the adverbs.

B. Write the adverbs and their line number in the appropriate column.

C. Check the column that tells which question the adverb answers.

1. The shiny robot walked slowly across
2. the badly pitted surface of the asteroid.
3. His round skinny legs gleamed brightly
4. against the millions of tiny pieces of
5. rock that lay scattered everywhere.

Level - 5, 6 99

Skill - Adverbs

Behavioral Objective - The student will write sentences containing adverbs on manner and place, and identify the adverbs in each sentence.

Learning Activities
and/or
Teaching Strategies - Write three sentences containing adverbials of manner and three with adverbials of place. Underline the adverb in each sentence.

Adverb of Manner

1. She cried softly.

Adverb of Place

1. The girls were at the beach.

Level - 5, 6 100

Skill - Pronouns - Agreement

Behavioral Objective - Given incomplete sentences which include a choice of pronouns in different cases, the student will select the pronoun in the correct form to complete the sentence.

Learning Activities
and/or
Teaching Strategies - By underlining, select the correct pronoun for the following sentence:

1. Between you and (I or me) we will divide the watermelon.

Answer: 1. me

Level - 5, 6 101

Skill - Prepositional Phrases and Prepositions - Identification

Behavioral Objective - Given a set of sentences containing prepositional phrases, the student will identify both the preposition and the prepositional phrase in each sentence.

Learning Activities and/or Teaching Strategies - In the following sentence underline the prepositional phrases, and circle the prepositions:

1. The little puppy ran under the bush.

Answer: 1. (under) the bush

Level - 5, 6 102

Skill - Conjunctions

Behavioral Objective - Given a set of compound sentences, the student will (1) identify the independent clauses in each sentence and (2) identify the conjunction which connects them.

Learning Activities and/or Teaching Strategies - Circle the conjunction and bracket the independent clauses in each sentence.

1. John threw a curve on the final pitch, and the batter was called out on strikes.

Answer: 1. (and) (John...pitch) (the... strikes)

Level - 5, 6 103

Skill - Interjections

Behavioral Objective - Given a set of unpunctuated sentences containing interjections, the student will identify the interjections and supply the correct punctuation for each sentence.

Learning Activities
and/or
Teaching Strategies - Identify the interjection in each sentence by underlining. Correctly punctuate each sentence.

1. Oh he's a pretty bright student.

2. Oh my I missed the plane.

Answer:
1. Oh, he's a pretty bright student.

2. Oh my! I missed the plane.

Level - 5, 6 104

Skill - Object Pronouns

Behavioral Objective - Given kernel sentences with a blank space in the subject and/or object position, the student will select and write the correct personal pronoun to complete each sentence.

Learning Activities
and/or
Teaching Strategies - Choose the correct pronoun to complete the following sentences:

1. _____ saw _____ at the store.
(I,me) (him,he)

Answer: 1. I, him

Level - 5, 6 105

Skill - Noun Plurals

Behavioral Objective - Given a list of singular nouns and a set of rules for forming noun plurals, the student will select the appropriate rule for forming the noun plural for each of the singular nouns, write the correct plural for that noun, and write the numerical representation of the rule for plural formation which governs each noun.

Learning Activities and/or Teaching Strategies - Using the rules below, write the plural form for each singular noun in the list which follows:

Nouns form their plurals in different ways.

1. Most nouns form their plurals by adding s to the singular form: cup-cups

2. Nouns that end in s, sh, ch, x, and z form their plurals by adding es:
   inch - inches
   tax - taxes
   marsh - marshes
   kindness - kindnesses

3. Nouns ending in y with a consonant before it change y to i and add es to form the plural; baby - babies.

4. Most nouns ending in o add an s to form the plural. However, a few nouns ending in o add es to form the plural: piano - pianos; tomato - tomatoes.

5. Most nouns ending in f or fe change f to v and add es:
   sheld - shelves
   thief - thieves

(Continued on next page)

Level - 5, 6 105 (Cont'd)

Skill - Noun Plurals (cont'd)

Learning Activities and/or Teaching Strategies -

A few nouns ending in f or fe just add s to form the plural.
giraffe - giraffes
roof - roofs
staff - staffs See Rule 1.

6. Some nouns form their plurals irregularly:
man - men child - children
mouse - mice goose - geese
ox - oxen foot - feet

7. For some nouns, the singular and plural form is the same:
salmon - salmon
quail - quail

Level - 5, 6 106

Skill - Irregular Noun Plurals

Behavioral Objective - Given a set of singular nouns whose plurals are formed by a change of the vowel within the word, the student will form the plural of each noun.

Learning Activities and/or Teaching Strategies - Form the plural of the nouns below:

1. man_____

2. woman_____

3. mouse_____

4. goose_____

Level - 5, 6 107

Skill - Punctuation

Behavioral Objective - Given a set of rules for the use of commas, and a set of examples, the student will match the rule to the example.

Learning Activities and/or Teaching Strategies - In the blank spaces in front of each sentence write the number of the rule that describes the comma punctuation.

1. To separate the day of the month from the year and the year from the rest of the sentence.
2. To separate the name of a city from the name of the state and the state from the rest of the sentence.
3. To set off the name of a person spoken to.
4. After the word yes or no when a pause follows.
5. To set apart words in a series.
6. To separate words like "he said" from the direct quotation.
7. After the greeting of a friendly letter and the closing of any letter.

__a. Yes, Mary will go to the fair.

__b. "Play ball," boomed the umpire.

__c. Nathaniel, will you go to the store?

__d. We always stop, look, and listen at crossings.

__e. On August 1,1969, we will fly to Hawaii.

__f. Olympia, Washington.

Answer: 4 a. 5 d.

6 b. 1 e.

3 c. ___ f.

Level - 5, 6 108

Skill - Punctuation

Behavioral Objective - Given a set of rules for the use of commas in compound and complex sentences, and a set of unpunctuated compound and complex sentences, the student will punctuate the set of sentences correctly and identify the rule appropriate to each sentence.

Learning Activities and/or Teaching Strategies - Supply the commas in the sentences below based upon the given rules. Write the rule numbers above each comma you supply.

Rules:

1. The comma is used with the conjunctions and, but, or, for, and nor, when they join the principal clauses of a compound sentence.

2. A long introductory clause is separated from the principal clause by a comma.

3. Commas are used after introductory phrases when the phrases are long, when a mark of separation is required to indicate the point at which the main clause begins, or where ambiguity or misunderstanding would result from the lack of punctuation:

    1. Although the game was only half over the spectators were leaving.

    2. On the other hand the losers played more fairly.

    3. The space capsule landed safely and a roar of applause went up from the ship's crew.

    4. After the crowds began arriving it was obvious that we would have a full house.

(Continued on next page)

Level - 5, 6 108 (Cont'd)

Skill - Punctuation

Learning Activities and/or Teaching Strategies (Cont'd)

5. We invited six to dinner but only five came.

Answer: 1. over,[2] 4. arriving,[2]
2. hand,[3] 5. dinner,[1]
3. safely,[1]

Level - 5, 6 109

Skill - Punctuation

Behavioral Objective - Given a set of sentences, the student will identify each sentence by type, and supply the terminal punctuation required by each.

Learning Activities and/or Teaching Strategies - Supply the terminal punctuation in the following set of sentences. Label the sentences as declarative, interrogative, imperative, or exclamatory:

1. The horse is running away.
2. May I help you?
3. The Queen of England will visit our country.
4. Put your pencil down.

Answer: 1. ! exclamatory
2. ? interrogative
3. . declarative
4. . imperative

Level - 5, 6 110

Skill - Punctuation

Behavioral Objective - Given a set of rules for the use of the colon and a set of sentences which require insertion of colons, the student will place each colon properly and identify the rule appropriate to each placement.

Learning Activities and/or Teaching strategies - Supply the colon in the following sentences according to the rules listed below. Above each colon write the number of the rule to which it applies.

Rules: 1. Use a colon to indicate the beginning of an enumeration.

2. Use a colon in numbers to separate hours from minutes, and chapters from verses in the Bible.

3. Use a colon after the salutation in a business letter.

1. Dear Sir

This letter will inform you of the items missing from our order five dozen brushes, eight canvasses, and three easels.

2. I'll meet you at 12 15 this afternoon.

3. The sermon this morning was based on John 3 16.

Answer:

1. Dear Sir:[3]

This letter will inform you of the items missing from our order:[1] five dozen brushes, eight canvasses, and three easels.

(Continued on next page)

Level - 5, 6 110 (Cont'd)

Skill - Punctuation (cont'd)

Learning Activities and/or Teaching Strategies (cont'd)

2. I'll meet you at 12:15 this afternoon.

3. The sermon this morning was based on John 3:16.

Level - 5, 6 111

Skill - Capitalization

Behavioral Objective - Given the rules for capitalization and a set of twelve sentences which contain no capitalization, the student will rewrite each sentence using the appropriate capitalization, and identify the rule for each change by writing the rule after the sentence.

Learning Activities and/or Teaching Strategies - The rules for capitalization are:

1. Begin every sentence with a capital letter.
2. Begin proper nouns with capital letters.
3. Begin proper adjectives with capital letters.
4. An initial in a person's name is capitalized and followed by a period.
5. Titles are capitalized when they are used before names.
6. Capitalize the first word, the last word, and all important words in the titles of books, poems, reports, songs, stories, T.V. programs, and motion pictures. Do not capitalize short words like: a, an, the, and, or, but, to, in, for, by, of, at, with, or from.

(Continued on next page)

Level - 5, 6 111 (Cont'd)

Skill - Capitalization

Learning Activities and/or Teaching Strategies - (cont'd)

Rewrite each sentence using the rules for capitalization listed on the preceding page. Then write the rule for each correction you make.

1. austin is the capital of texas.

Answer: 1. Austin, Texas = Rule 2

Level - 5, 6 112

Skill - Paragraph Form, Capitalization and Punctuation.

Behavioral Objective - Given a set of unpunctuated sentences which are not organized chronologically, the student will write the sentences organizing them in chronological order in a paragraph and supply the appropriate capitalization and punctuation.

Learning Activities and/or Teaching Strategies - Group the following sentences in paragraph form, and punctuate them correctly.

1. what animals did they see
2. then they saw the lions that roared loudly
3. first they saw the monkeys that did little acts and made the girls laugh
4. mary went to the zoo with her sister
5. mary enjoyed her trip to the zoo

Level - 5, 6 113

Skill - Sentence - Construction

Behavioral Objective - Given a word-group which is not a sentence, the student will rewrite it so that it is a sentence. That is, the result sentence must contain a subject and predicate and must make sense.

Learning Activities and/or Teaching Strategies - Rewrite these word groups. Add words so that each becomes a sentence:

1. If I had an apple
2. A pretty day
3. Running down the street
4. Playing in the rain
5. As the sun went down

Level - 5, 6 114

Skill - Sentence - Variation

Behavioral Objective - Given a set of sentences, the student will rewrite the sentences varying the word order of each one.

Learning Activities and/or Teaching Strategies - Rewrite each of the following sentences in a new way at least once. Add or subtract words if necessary but do not change the meaning of the sentence.

1. A big, brown bear lay at the edge of the cliff.
2. The frog sat under the rock at the end of the pond.
3. Betsy plays with dolls now.
4. The monkey climbed down the bars of his cage.

(Continued on next page)

Level - 5, 6 (Cont'd)

Skill - Sentence - Construction

Learning Activities
and/or
Teaching Strategies - (cont'd)
Answer:

1. At the edge of the cliff lay a big, brown bear.
   There at the edge of the cliff lay a big, brown bear.

2. Under the rock at the edge of the pond sat the frog.
   At the edge of the pond, the frog sat under the rock.

Level - 5, 6 115

Skill - Fragment - Descriptive

Behavioral Objective - Given a partial simile, the student will complete it.

Learning Activities
and/or
Teaching Strategies - Think of interesting ideas for each incomplete simile. Using these ideas, complete the following similes.

1. as quiet as_____

2. as clear as_____

Criteria: Each simile must be complete.
Examples are:

1. as quiet as falling snow.
2. as slowly as time passing in the dentist's office

Level - 5, 6 116

Skill - Sentence - Descriptive
Metaphor

Behavioral Objective - Given a set of sentences, the student will rewrite each sentence so that it contains a metaphor. A metaphor is a comparison which says one thing is another.

Learning Activities
and/or
Teaching Strategies - Using poetic language, change the sentence below to a word-picture that contains a metaphor:

1. It was raining.

Criteria: Each sentence should contain a metaphor and be written in poetic language which paints a word-picture. Example:

1. The rain was silver tears.

Level - 5, 6 117

Skill - Sentence - Descriptive

Behavioral Objective - When presented with a picture, the student will write three sentences describing it which include at least one adjective per sentence.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 118

Skill - Sentence - Descriptive

Behavioral Objective - When presented with a picture, the student will write three descriptive sentences which include at least one adverb per sentence.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 119

Skill - Sentence - Complex

Behavioral Objective - Given pairs of simple sentences, each of which contains a major and a minor idea, the student will use a connecting word to subordinate the minor idea in each pair of sentences, and generate a complex sentence from the pair.

Learning Activities
and/or
Teaching Strategies - Find the major and minor ideas. Subordinate the minor idea by using a connecting word. Join the ideas and rewrite the sentence.

1. The sun went down. We played baseball.

Level - 5, 6 120

Behavioral Objective - The student will demonstrate his understanding of the function of the topic sentence in a paragraph by writing a paragraph about a given subject and underlining the central idea.

Learning Activities and/or Teaching Strategies - Write a five sentence paragraph about your favorite food. Underline your topic sentence.

Level - 5, 6 121

Skill - Paragraph - Form and Unity

Behavioral Objective - Given an assignment to write a 3-paragraph theme about three separate but related objects, the student will demonstrate his understanding of proper paragraphing by writing about each of the objects in a separate paragraph. The paragraphs will conform to pre-specified criteria. Paragraph form is defined as an indented first line and paragraph unity is defined as all sentences pertaining to the topic idea.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 122

Skill - Paragraph Development -
Adding Facts and Details

Behavioral Objective - Given a statement of fact, the student will write a paragraph in which (1) there is a central idea based upon this statement; (2) the development is based upon the enumeration of facts to support the central idea; and (3) conventions of punctuation, spelling, and capitalization are observed.

Learning Activities
and/or
Teaching Strategies - The student will write a paragraph which contains a central idea and adds facts and details to support the central idea. The paragraph should contain five to eight sentences, and should be about some part of life in your city. Indicate the central idea by underlining it, and then add at least three facts or details to support this idea.

Level - 5, 6 123

Skill - Paragraph Development -
Contrast of Unlikes

Behavioral Objective - Given two objects or topics the student will write a paragraph concerning their similarities and differences

(Continued on next page)

Level - 5, 6 (Cont'd)

Skill - Paragraph Development -
Contrast of Unlikes (cont'd)

Learning Activities
and/or
Teaching Strategies - The student will write a paragraph which uses contrast as the means of development of the central idea. The paragraph should be between five and eight sentences long, and should contrast traveling in a car with traveling in a plane. Underline the main idea.

Level - 5, 6 124

Skill - Description - Objective

Behavioral Objective - Given a topic, the student will write a paragraph describing an object in an objective manner.

An objective manner is defined as describing an object exactly as the senses perceive it, avoiding figurative language and subjective judgment.

Learning Activities
and/or
Teaching Strategies - Write a paragraph of five to eight sentences. Describe a burning candle as it appears using only the sense of sight.

Level - 5, 6 125

Skill - Description - Subjective

Behavioral Objective - Given an object to describe, the student will write a paragraph describing the object in a subjective manner.

A subjective manner is defined as describing an object not only in terms of its actual appearance, but adding the viewer's personal or imaginative response.

Learning Activities and/or Teaching Strategies - Write a paragraph of five to eight sentences in which you describe a burning candle. State the actual visual images and include imaginative or personal feelings of response.

Level - 5, 6 126

Skill - Description - Personification

Behavioral Objective - Given an inanimate object, the student will write a paragraph describing the object as if it were a person.

Learning Activities and/or Teaching Strategies - Write a descriptive paragraph of five to eight sentences. Describe the moon as a person awaiting the arrival of the astronauts as either welcome guests or intruders. Use sensory words and phrases to describe the attitude of the moon.

Level - 5, 6 127

Skill - Description - Characterization

Behavioral Objective - The student will write a characterization in paragraph form which includes one detail in each of the following categories: (1) the way the individual looks; (2) the way he behaves; (3) the way he dresses; (4) the way he speaks.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 128

Skill - Narration

Behavioral Objective - Given a topic, the student will write a narrative paragraph in which events are presented chronologically.

Learning Activities
and/or
Teaching Strategies - In a paragraph of four to eight sentences tell what your mother did the last time she shopped for groceries. Be sure to use proper narrative form.

Level - 5, 6 129

Skill - Fantasy

Behavioral Objective - The student will demonstrate his ability to write a fanciful tale by writing a fictional account explaining the origin of an unusual feature of a given animal.

(Continued on next page)

Level - 5, 6 129 (Cont'd)

Skill - Fantasy (cont'd)

Learning Activities and/or Teaching Strategies - Write a paragraph of at least five sentences explaining how the elephant got his trunk.

Level - 5, 6 130

Skill - Fable

Behavioral Objective - The student will write an original fable in accordance with criteria based upon elements inherent in the fable form.

Learning Activities and/or Teaching Strategies - The fable contains:

1. an animal or inanimate object with one dominant trait.
2. a single episode depicting a moral lesson.
3. abstract ideas either good or bad.
4. wise or foolish behavior.
5. brevity in writing narrative form.

Level - 5, 6 131

Skill - Realistic and Fanciful Writing

Behavioral Objective - Given a topic, the student will write a 3-sentence paragraph about that topic in two different styles: realistic and fanciful.

The realistic style treats characters and events accurately as they are found in the natural world, while the fanciful style imposes anthropomorphic traits on animal characters and treats events unrealistically.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 132

Skill - Factual News Story

Behavioral Objective - The student will compose a news story which includes specific facts answering the questions who, what, where, when, and why.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 133

Skill - Social Letter Writing

Behavioral Objective - The student will write a social letter.

(Continued on next page)

Level - 5, 6 133 (Cont'd)

Skill - Social Letter Writing (cont'd)

Learning Activities and/or Teaching Strategies - The student will write a social letter to a person of his own choice. Include in his letter at least two separate topics. Remember that the ltter must include an address and date, a greeting and closing, and correct punctuation, margins, paragraphing and spelling. After he has written his letter, he will proofread it.

Level - 5, 6 134

Skill - Story

Behavioral Objective - Given an assignment to develop a story plot, the student will write a story incorporating the following criteria:

1. He will include at least two characters with the main character involved in a challenge or a struggle.

2. He will include a climax to the story which results from the presentation of details in a sequential order.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 135

Skill - Proofreading

Behavioral Objective - Have the students assess their work by following this checklist:

1. Does my story have a good beginning.
2. Does any story show a reader what the story idea is?
3. Does my story reach a high point or climax?
4. Do all parts of the story fit together?
5. Is my paper headed correctly?
6. Did I skip a line after my heading?
7. Did I capitalize the important words in my title?
8. Did I skip a line before I began to write my story?
9. Did I indent before each paragraph?
10. Do I have margins?
11. Is each word spelled correctly?
12. Have I used good sentences?
13. Did I use the correct punctuation?
14. Did I include important points in my story?
15. Did I tell my story in sequence?
16. Did I use new and interesting words?

(Continued on next page)

Level - 5, 6 135 (Cont'd)

Skill - Proofreading (cont'd)

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 136

Skill - Proofreading

Behavioral Objective - The student reads and corrects the draft of a research paper. Then another student proofreads the corrected draft. He writes a final draft.

Learning Activities
and/or
Teaching Strategies -

Level - 5, 6 137

Skill - Motivating Creative Composition

Behavioral Objective - The student will write with clarity, freedom of expression, etc.

Learning Activities
and/or
Teaching Strategies - Ideas extended (How to motivate)

1. A single word (love) or a group of words can provide stimulus for writing.

(continued on next page)

Level - 5, 6 137 (Cont'd)

Skill - Motivating Creative Composition

Learning Activities
and/or
Teaching Strategies - (cont'd)

2. Title or several titles can be provided by the teacher or written by the class.

3. First a last line provided by the teacher for a story.

4. A short paragraph can be the stimulus for the development of a story.

5. A short letter duplicated for the class and read is a good take-off for creative writing. Example: What happened next?

7. Story read to the class and they continue it with a further adventure.

8. Pictures from magazines help motivate writing.

9. Both familiar and unfamiliar objects lend themselves to use as stimuli in writing.

10. Playing of recorded music is a stimulus.

11. Filmstrips are a good media to stimulate interest.

Level - 5, 6 138

Skill - Creative Composing

Behavioral Objective - To have the student work at the writing center independently writing on some project he hopes to publish.

Learning Activities and/or Teaching Strategies - The writing Center:

1. Table and chairs to accommodate about six students.
2. Paper supplies, pencils, erasers.
3. Dictionaries
4. File of individual writing folders.
5. Typewriter (if available)

Level - 5, 6 139

Skill - Writing-Composition, Creativity, Writing a continuous story.

Behavioral Objective - The student will write a paragraph or a few sentences from a story which was started by another pupil.

Learning Activities and/or Teaching Strategies - Called a Traveling Tale -

(Continued on next page)

Level - 5, 6 139 (Cont'd)

Skill - Writing-Composition, Creativity, Writing a continuous story.

Learning Activities and/or Teaching Strategies - (cont'd)

Directions:

Today we are going to write traveling Tales, stories that move from place-to-place. Each one of us is going to begin a story. When I say, "Travel Time," you will pass your story to the person behind you. Then each of you will read what is on the paper and add what you think would happen next. We'll have our stories travel several times so that each of you will work on several different stories. Then we'll read the stories to see how they grew as they traveled.

Level - 5, 6 140

Skill - The student will use varied words to create effects.

Behavioral Objective - In rewriting and/or proofreading a selection of his writing, the student will change prosaic, dull words to more effective words.

Learning Activities and/or Teaching Strategies - Bert walked out the door and walked down the street. Bert walked out the door and hurried down the street.

Level - 5, 6 141

Skill - The student will recognize the concept of wordiness.

Behavioral Objective - The student will collect illustrative samples of wordy writing and rewrite the article stressing clarity.

Learning Activities and/or Teaching Strategies - Often, sentences should be combined:

One day Jim was going home. He saw a tiny puppy.
One day on the way home, Jim saw a tiny puppy.

Sometimes words are excessive and should be cut:

Henry said he would like to go along, too.
Henry would like to go along.

Level - 5, 6 142

Skill - The students recognize the need for clear references in the sentences they write.

Behavioral Objective - Have the students proofread and rearrange a set of sentences to clarify the references.

Learning Activities and/or Teaching Strategies - Example: Mrs. Muskopf told Mildred she might go. (Who is going?)

Hanging in the closet he found his coat. (Who or what was hanging?)

Level - 5, 6 143

Skill - Writing Non-fiction - Experiences

Behavioral Objective - Each student receives an intriguing headline from newspapers, and writes a story to go with it.

Learning Activities and/or Teaching Strategies - An interesting variation of this experiment is to provide the original newspaper article so the student can compare his version with the original and realize the varied ways of thinking about any idea. Students can help collect short articles for this purpose.

Level - 5, 6 144

Skill - Writing Non-fiction - Short Article

Behavioral Objective - In December, each student might write about one symbol of Christmas, explaining its origin, and how it is associated with Christmas, and perhaps varied usages in different countries.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 145

Skill - Writing Non-fiction

Behavioral Objective - Have the student write about a personal experience in a new way by giving him a leading sentence.

Learning Activities and/or Teaching Strategies - "What were you doing between 4 and 8 o'clock on Friday, October 13, 1970?"

Level - 5, 6 146

Skill - Writing an opinion

Behavioral Objective - Have the student write an opinion to a given question and substantiate it.

Learning Activities and/or Teaching Strategies - "Should 6th grade girls wear lipstick?
"What is the nicest time of day?"
"What is your favorite food?"

Level - 5, 6 147

Skill - Letter Writing - Business

Behavioral Objective - To have the student write a business letter following correct form and punctuation. The student shall also address envelopes for these letters. Emphasize the following criteria:

(Continued on next page)

Level - 5, 6 147 (Cont'd)

Skill - Letter Writing - Business

Learning Activities and/or Teaching Strategies - Criteria: Punctuation, capitalization, neatness, format, handwriting, spelling, sentence structure, and the courtesies of a writer toward a reader.

Example: Have individual students write business letters asking for specific information.

Level - 5, 6 148

Skill - Abstraction: Concrete idea - specific detail

Behavioral Objective - Given a chart of specificity the child writes in the development of a concrete object to a very specific object.

Learning Activities and/or Teaching Strategies -

	1	2	3	4
	Girl	A girl in my class	The girl who sits in front of me	Mary Jane Nelson
	Pet			
	House			

Level - 5, 6 149

Skill - Inference skill (going from Known to Unknown)

Behavioral Objective - The student will be able to draw inferences.

Learning Activities
and/or
Teaching Strategies - The student will answer a set of questions such as the following:

1. May is often absent from school. Can we correctly infer that she dislikes school?

2. Chuck broke a window in the auditorium. Do we infer that he is an incorrigible trouble-maker?

3. We see a little girl on the sidewalk. Can we infer that she is Lost?

Level - 5, 6 150

Skill - Distinguishing difference between fact and opinion in writing.

Behavioral Objective - The student will research and write a report on a controversial issue and substantiate his opinion with facts he has found. He will then take part in a debate where he will support his opinion.

(Continued on next page)

Level - 5, 6 150 (Cont'd)

Skill - Distinguishing difference between fact and opinion in writing.

Learning Activities and/or Teaching Strategies - Divide half the class into a research group for the topic Space Research vs Urban Re-development. After much research with facts the student will write his paper using facts he has found to substantiate his opinion. It is then interesting to have a debate in a panel manner.

Level - 5, 6 151

Skill - To have the student avoid stereotyped thinking in his writing.

Behavioral Objective - The student will write a description which exemplifies a stereotype. Then he will rewrite the description eliminating the stereotyped thinking. Draw two pictures to illustrate the difference in thought.

Learning Activities and/or Teaching Strategies - Here are some examples of stereotyped thinking:

1. Is every woman over 70 a "sweet little old lady?"
2. Does every Texan wear a 10-gallon hat and ride the range each day?
3. Does everyone over 30 think alike?

Level - 5, 6 152

Skill - Critical Thinking - Identifying a 2-valued attitude and changing it to a continuum of gradations (definition: 2-valued attitude is where matters are decided as either "right" or "wrong" with no thought for the gradations of rightness or wrongness).

Behavioral Objective - Given a set or sets of antonyms the students will discuss and write a continuum as their ideas are developed.

Learning Activities
and/or
Teaching Strategies - Example:

Hot	warm	cool	cold

What are the many gradations which lie between hotness and coldness? Fill in all the terms which can be thought o - cool - chilly - warm - sweltering, etc.

Level - 5, 6 153

Skill - To recognize the sweeping generalization

Behavioral Objective - Given a display of various pictures on the bulletin board accompanied by a generalization for each picture, the students will write arguments demonstrating the fallacy of making unsubstantiated generalizations.

Learning Activities
and/or
Teaching Strategies -

(1) "Every boy should have a dog."
Argument: "My cousin, Dan, is allergic to fur, so a dog is not for him."
"A family that lives in an apartment can't always have a dog."

(2) "People on welfare are lazy."

Level - 5, 6 154

Skill - Note Taking

Behavioral Objective - See "Reading" 240 - Page 295

Learning Activities
and/or
Teaching Strategies - See "Reading" 240 - Page 295

Level - 5, 6 155

Skill - Using the references in the library and specialized indexes.

Behavioral Objective - See "Reading" 228 and 229 - Pages 290 and 291

Learning Activities
and/or
Teaching Strategies - See "Reading" 228 and 229 - Pages 290 and 291

Level 5, 6 156

Skill - Using the card catalogue

Behavioral Objective - See "Reading" 233 - Page 292

Learning Activities
and/or
Teaching Strategies - See "Reading" 233 - Page 292

Level - 5, 6 157

Skill - Outlining

Behavioral Objective - See "Reading" 241 - Page 296

Learning Activities
and/or
Teaching Strategies - See "Reading" 241 - Page 296

Level - 5, 6 158

Skill - Using and Writing a Bibliography

Behavioral Objective - See "Reading" 245 - Page 297

Learning Activities
and/or
Teaching Strategies - See "Reading" 245 - Page 297

Level - 5, 6 159

Skill - Conducting Descriptive Research

Behavioral Objective - Given a choice of problems the student will be able to select a problem, formulate an hypothesis, choose a method or procedure, collect data, interpret data, report findings.

Learning Activities
and/or
Teaching Strategies -

1. Problem: To determine whether boys or girls score higher on a given vocabulary test than boys.
2. Hypothesis: Girls will score higher on a given vocabulary test than boys.
3. Method of proving or disproving: Construct a test of twenty items which will be administered to a group of boys or girls - limit it to 6th grade boys or girls.
4. Data is collected - scored.
5. Scores compiled in a table, summarized.
6. Report of findings.

Level - 5, 6 160

Skill - Conducting Experimental Research

Behavioral Objective - See Page 388 "Conducting Descriptive Research" 159 - follow same format except for collection of data. Then set up experimental groups - on an "x" group, and one a control group. The "x" group is the one on which the experiment is tried, and the control group is the one on which the experiment is not tried.

Learning Activities and/or Teaching Strategies - Star Power Simulation Game

---

Level - 5, 6 161

Skill - A class newspaper

Behavioral Objective - After the students have had appropriate lessons have them organize and prepare a class newspaper.

Learning Activities and/or Teaching Strategies - See material for News-Journal information.

Level - 5, 6 162

Skill - Expose student to various poetic forms such as" (1) long, (2) short, (3) rhymed, (4) unrhymed.

Behavioral Objective - Have each student collect and write his favorite poems, trying to include a variety of forms which may be listed by the class before the editors set to work.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 163

Skill - Poetry - To have the child recognize onomatopoeia. Onomatopoeia are imitative words that imitate natural sounds and add to the effect of writing in both poetry and prose.

Behavioral Objective - The student will find examples of onomatopoeia used in poetry and prepare a bulletin board displaying onomatopoeic words.

Learning Activities and/or Teaching Strategies - "The slippery slush as it splooshes and slooshes, and splishes and splashes" --- "Galoshes" by Rhoda W. Bacmeister.

"He bumpbs
And he jumps
And he thumgs
And he stumps ---"
The Goblin" by Rose Fyleman

Level - 5, 6 164

Skill - Poetry - Alliteration (a poetic devise which is the repetition of the initial sound of a word in one or more closely following words).

Behavioral Objective - Have students experiment by writing descriptive alliterative phrases.

(Continued on next page)

164
(Cont'd)

Level - 5, 6

Skill - Poetry - Alliteration (Cont'd)

Learning Activities
and/or
Teaching Strategies - Example:
Slippery, slithery sleuth
Proud Princess Prudence
Gloomy, glowering glance
Shining, shimmering shells

Level - 5, 6 165

Skill - Imagery

Behavioral Objective - Student will prepare a bulletin-board with the caption, Poetic Images. The student can mount copied words, phrases, or whole poems which contain particularly effective imagery. The title of the poem and the poet's name should appear with each example.

Learning Activities
and/or
Teaching Strategies - Example:

".... a road with a mountain tied to its end. Blue - humped against the sky ...." From:
"Roads" by Rachel Field

".... He is a conscious black and white little symphony of night." From: "The Skunk" by Robert P. Tiestram Coffin

---

Level - 5, 6 166

Skill - Writing Poetry

Behavioral Objective - Have the students write words and phrases which fit a certain mood or theme.

Learning Activities and/or Teaching Strategies - Have students list words which fit a certain mood or theme. To stimulate thinking you may have to show a picture; for example, a dark, story scene, a little child crying, etc.

Note: This is a beginning activity for poetry writing.

Level - 5, 6 167

Skill - Free verse

Behavioral Objective - Having been given a starting word or words, the student will add to those few words some ideas of what they mean to him. He will write his ideas on paper beginning with a new idea on a different line.

Learning Activities and/or Teaching Strategies - Type each poem on a large raindrop shape for display encouraging children to read the differing ideas about rain.

Rain is ... patter on the roof.
... a day for hiding behind furniture.
... the flower maker.
... the producer of umbrellas.
... the washer of leaves.

Level - 5, 6 168

Skill - Couplets

Behavioral Objective - After a class has composed couplets together orally, the teacher can supply a variety of beginning lines. Each student writes one or more endings for each line supplied.

Example:
For the line - "Flowers now are growing."
Flowers now are growing
And the grass is showing.

Flowers now are growing
Gentle winds are blowing.

Flowers now are growing
And the grass needs mowing.

Flowers now are growing
Baseballs we are throwing.

Learning Activities and/or Teaching Strategies -

Level - 5, 6 169

Skill - Triplets (humorous 3-line poem)

Behavioral Objective - Each child selects a word. The word chosen is then written at the top of a sheet of paper and a column of rhyming words is developed. Three related words are used to compose a triplet.

Learning Activities and/or Teaching Strategies - From a list of words rhyming with "Gay" one person produced the following triplet:

(Continued on next page)

Level - 5, 6 169 (Cont'd)

Skill - Triplets (humorous 3-line poem)

Learning Activities and/or Teaching Strategies - Our cat likes to play;
His antics are gay,
"See me?" his eyes say.

Level - 5, 6 170

Skill - Limericks (the limerick consists of a triplet and a couplet, and is a form of verse which students usually enjoy).

Behavioral Objective - Have students write a limerick employing the triplet consisting of lines 1, 2, and 5; and lines 3 and 4 forming a couplet. The words should rhyme at the end of each line.

Learning Activities and/or Teaching Strategies - Have students invent the strangest animal they can imagine. They can draw or paint pictures of the animals as well as write a limerick to accompany their art.

There once was a kangeroogo,
Who would only go where you go.
He ate jam and bread
And could stand on his head,
He constantly read Victor Hugo.

171

Level - 5, 6

Skill - Quatrain

Behavioral Objective - The student shall compose and examine his quatrain using the following criteria:

1. Quatrains contain four lines.
2. The lines are of uniform length.
3. There is rhyme.
4. The rhyme pattern varies.

Learning Activities and/or Teaching Strategies - Biographical sketches of authors, historical figures, or other famous people, can be depicted through the quatrain with one or more stanzas being written as in this example:

A silversmith I was by trade,
But that does not explain my fame...
By lighting a lantern I warned of a raid
Have you guessed? What is my name?

172

Level - 5, 6

Skill - Poetry - narrative

Behavioral Objective - Given a topic, the student will write a narrative poem which is rhythmic and which through description relates the story of any event.

(Continued on next page)

Level - 5, 6 172 (Cont'd)

Skill - Poetry - narrative

Learning Activities and/or Teaching Strategies - Select a topic like the one listed below and write a narrative poem. The poem should use rhythm, including description, and tell the story of the topic chosen.

1. Landing the Astronauts on the moon.

Level - 5, 6 173

Skill - Haiku, unrhymed poetry consisting of seventeen syllables in three lines in the Form 5-7-5. Introductory Exercise.

Behavioral Objective - After listening to, or reading orally, a number of Haiku poems the student discovers the Haiku pattern, the subject treated and other characteristics by rereading the poems.

Learning Activities and/or Teaching Strategies - Count the number of syllables in each line. How many syllables does each line contain? Is this true of each poem?

Level - 5, 6 174

Skill - Poetry - Writing - Haiku

Behavioral Objective - Given a 2-line beginning of Haiku, the student will add a descriptive finishing line.

Learning Activities and/or Teaching Strategies - Read each beginning Haiku. Select one and add a finishing line. Your last line should contain description:

1. Patient fisherman
   Basking with pole in the sun.

2. You can't see joy. It comes over you all at once.

Example answer:

1. Patient fisherman,
   Basking with pole in the sun,
   Catches fleeting fish.

2. You can't see joy. It comes over you all at once like tinkling raindrops.

Level - 5, 6 175

Skill - Haiku

Behavioral Objective - After thinking about an idea he wishes to express, the student writes it on paper. He then examines his written thought to determine how it can be divided into three parts.

(Continued on next page)

Level - 5, 6 175

Skill - Haiku

Behavioral Objective - Example: Experimentation with word arrangement, imagery, changing the order of the lines and choice of words used should be encouraged as the poem is developed.

Learning Activities
and/or
Teaching Strategies -

BIBLIOGRAPHY

AIKIN, Marvin C., Director
Instructional Objectives Exchange
A Project of The Center for the Study of Education - Language Arts - 4-6

UCIA Graduate School of Education - 1966

PETTY, Walter T. and BOWEN, Mary
Slithery Snakes and Other Aids to Childrens' Writing

Appleton-Century-Crofts, New York - 1967

TIEDT, Iris M., and SIDNEY, Tiedt W.
Contemporary English in the Elementary School

Prentice-Hall, Inc., New Jersey - 1967

TRAUGER, Wilmer K.
Language Arts in Elementary Schools

McGraw-Hill Book Company, New York - 1963

Materials - Continental Press

INDEX OF SKILLS

This skills list can be used by the teacher for self-evaluation of material taught or pupil evaluation.

Parts of Speech

_____ 89. Identifying verbs

_____ 90. Predicate and verb

_____ 91. Gerunds

_____ 92. Infinitives

_____ 93. Direct objects

_____ 94. Indirect objects

_____ 95. Adjective usage

_____ 96. Adjective usage

_____ 97. Adverb usage

_____ 98. Adverb usage

_____ 99. Adverb usage

_____100. Pronouns

_____101. Prepositions

_____102. Conjunctions

_____103. Interjections

_____104. Object pronouns

_____105. Noun plurals

_____106. Irregular noun plurals

Punctuation

_____ 107. Comma usage

_____ 108. Comma usage

_____ 109. Terminal punctuation

_____ 110. Colon usage

Capitalization

_____ 111. Capitalization

_____ 112. Usage in writing

Sentence structure

_____ 113. Construction from sentence fragments

_____ 114. Word order in sentences

_____ 115. Writing similes

_____ 116. Metaphors

_____ 117. Descriptive sentences

_____ 118. Using adjectives and adverbs

_____ 119. Complex sentence construction

Paragraph development

_____ 120. Main idea

_____ 121. Form and unity

_____ 122. Adding facts and details

_____ 123. Contrast in the main idea

_____ 124. Usage of an objective viewpoint

Paragraph development (cont'd)

_____ 125. Usage of a subjective viewpoint

_____ 126. Personification

_____ 127. Characterization

_____ 128. Narration

_____ 129. Fantasy

_____ 130. Fables

_____ 131. Realistic and fanciful

_____ 132. Factual news story

_____ 133. Social letter writing

_____ 134. Story plot

_____ 135. Proofreading

_____ 136. Proofreading

Creative composition

_____ 137. Writing creatively

_____ 138. Writing creatively

_____ 139. Writing creatively

_____ 140. Writing creatively

_____ 141. Use of words

_____ 142. Composition techniques

_____ 143. Non-fiction

_____ 144. Non-fiction

_____ 145. Non-fiction

_____ 146. Non-fiction

Creative composition (Cont'd)

_____ 147. Letter writing

_____ 148. Abstraction

_____ 149.Drawing inferences

_____ 150. Fact and opinion

_____ 151. Stereotyping

_____ 152. 2-valued attitudes

_____ 153. Generalizations

Research

_____ 154. Note taking

_____ 155. Library references and indexes

_____ 156. Card catalogue

_____ 157. Outlining

_____ 158. Bibliography

_____ 159. Conducting descriptive research

_____ 160. Conducting experimental research

Newspaper

_____ 161. Writing of

Poetry

_____ 162. Poetic forms

_____ 163. Onomatopoeia

_____ 164. Alliteration

Poetry (cont'd)

_____ 165. Imagery

_____ 166. Words and phrases

_____ 167. Free verse

_____ 168. Couplets

_____ 169. Triplets

_____ 170. Limericks

_____ 171. Quatrain

_____ 172. Narrative

_____ 173. Haiku

_____ 174. Haiku

_____ 175. Haiku

SPELLING

5-6

SPELLING SKILLS

Introduction

In the hierarchy of the Language Art s Skill Development spelling is basic because it is dependent upon the others as a base for the proper development. Various studies conducted indicate a positive relationship between all of the Language Arts areas and implies that the teaching of all of these facets should be integrated.

Again, it is a pre-requisite to access the instructional spelling level of each student through pre-testing. Several pre-tests are:

(1) Botel Spelling Inventory
(2) Dolch Word List
(3) Any graded word list

Note: If you are in need of any of the above please contact the reading supervisor.

A rule of the thumb to remember is, "the instructional spelling level is generally one level below the instructional reading level."

In the early stages of spelling it is wise to use words that are in the speaking-reading vocabulary. These words are usually phonetically structured and when used as spelling words they make for instant success especially when a phonetic approach has been used in reading. It is necessary to keep in mine that as a student progresses through the grades the

difficulty of spelling words correctly increases due (1) inaccurate speaking, (2) inaccurate auditory discrimination, (3) increased sight vocabulary load and (4) increased number of word exceptions to the phonic generalizations.

It is absolutely necessary that each student learns to spell to the best of his ability. Therefore, the steps of learning involve "visual, auditory, and kinesthetic imagery as well as an emphasis on recall." It is necessary for the teacher to develop interest and attitudes toward spelling. Several ways the classroom teacher can aid in the approvement of spelling are:

(1) First, pupils can be led to appreciate the fact that spelling errors made a poor impression.

(2) They should understand that the words in their spelling lessons are those most likely to be needed now and in the future.

(3) The interest of pupils is increased when they learn an efficient method for studying their spelling lessons.

(4) Pupils can be convinced that they can improve their spelling ability. They need definite evidence that they are making progress. A comparison of the scores on the first and final tests in the week will provide this evidence.

(5) When a pupil helps in setting goals, he takes responsibility for reaching them.

(6) Create many opportunities for writing on subjects of interest to the children.

(7) Pupils can be led to take pride in correct spelling in all written work, and to proofread their writing for errors in spelling.

The habit of spelling correctly is necessary in daily living, so it must be one of those "automatic skills" that accompanies the other areas of Language Arts.

MATERIALS

Code 60468, No. 2800
Spelling Generalization Charts ($10.00)

J. L. Hammett Company
2393 Vaux Hall Road
Union, New Jersey 07083

Syllable Game - Dolch
#2302 -($2.10)
Spelling Kits A, B, C, D, E, Lyons & Carnahan

SPELLING

Level - 5, 6 73

Skill - Leave root word unchanged when prefix is added to form a new word.

Behavioral Objective - Given a list of words, student will add a prefix to form a new word without changing the original word.

Learning Activities
and/or
Teaching Strategies - Example: act - enact
change - exchange
roll - unroll
call - recall
prove - disprove
tell - foretell

Level - 5, 6 74

Skill - Recognition of when to leave a root word unchanged before adding a suffix.

Behavioral Objective - Given words ending in a single consonant immediately preceded by one or more vowels without stress, the student will add a suffix without changing the root word.

Learning Activities
and/or
Teaching Strategies - Example: credit - credited - crediting - creditor

---

Level - 5, 6 75

Skill - Words ending in "x" are unchanged before any suffix.

Behavioral Objective - Given a list of words ending in "x", student will write the words adding suffixes without changing the root word.

Learning Activities
and/or
Teaching Strategies - Example: coax - coaxed - coaxing
six - sixteen - sixty

Level - 5, 6 76

Skill - Add suffixes to words ending in "y" preceded by a vowel.

Behavioral Objective - Given a list of words ending in "y" preceded by a vowel, student will add a suffix without changing the word.

Learning Activities
and/or
Teaching Strategies - Example: play, played, playing, player, playful

---

Level - 5, 6 77

Skill - Double the consonant before a suffix.

Behavioral Objective - Given words ending in a single consonant preceded by a single vowel having primary stress, the student will double the consonant before adding a suffix.

Learning Activities
and/or
Teaching Strategies - Example: bag, baggage, bagged, bagging, control, controlled, controlling, controller

---

Level - 5, 6 78

Skill - Drop final silent "e", before a suffix is added.

Behavioral Objective - Given words ending in silent "e", the student will drop the silent "e" before a suffix beginning with a vowel.

Learning Activities
and/or
Teaching Strategies - Example: curve, curvature, curved, curving, argue, arguable, argued, arguing

---

Level - 5, 6 79

Skill - Add suffixes to words ending in "y" preceded by a consonant.

Behavioral Objective - Given a list of words ending in "y" preceded by a consonant, the student will change the "y" to"i"before any letter in an added suffix except "i" and the possessive sign 's.

Learning Activities
and/or
Teaching Strategies - Example: fancy, fanciful, fancying, fancier, everybody, everybody's

---

Level - 5, 6 80

Skill - Add suffixes to root words ending in "c".

Behavioral Objective - Given a list of words ending in c, the student will write the words correctly adding suffixes. The student will leave the root word unchanged before a, o, u, or a consonant. Before e or i the student will usually add k if the sound of c remains hard, but will make no change if the sound of c becomes soft.

(Continued on next page)

Level - 5, 6 80 (Cont'd)

Skill - Add suffixes to root words ending in "c".

Learning Activities
and/or
Teaching Strategies - Example: tropic - tropical, frolic frolicsome
picnic - picnicked, picnicking, picnicker
critic, criticism, criticize

Level - 5, 6 81

Skill - Add the suffix "an" or "ian" to geographical and personal names ending in a.

Behavioral Objective - Given geographical and personal names ending in a, the student will drop the a before adding the suffix "an" or "ian."

Learning Activities
and/or
Teaching Strategies - Example: America - American
Canada - Canadian

Level - 5, 6 82

Skill - Form a compound by joining two or more words without changing the spelling of the words.

Behavioral Objective - Given a list of words, student will join some together to make new words without changing any spelling.

Learning Activities
and/or
Teaching Strategies - Example: bill - fold, pick - pocket
side - step, wide - spread

Level - 5, 6 83

Skill - Ability to spell words used regularly

Behavioral Objective - Given an assignment to write a story of about 500 words, student will spell correctly at least 90% of the words.

Learning Activities
and/or
Teaching Strategies -

BIBLIOGRAPHY

SPELLING

Avon's Nongraded Elementary and Middle School English Language Arts Program

Avon Public Schools, Avon, Connecticut (1960)

Reynolds, Olive - Language Arts

Board of Education, Cecil County, Maryland (1955)

Webster's New Elementary Dictionary

G & C Merriam Company, New York (1970)

INDEX OF SKILLS

This skill list can be used by the teacher for self-evaluation of material taught or pupil evaluation.

_____ 73. Root word unchanged

_____ 74. Adding a suffix

_____ 75. Words ending in "x", root word unchanged

_____ 76. Adding suffix to word ending in "y" preceeded by a vowel.

_____ 77. Doubling the consonant before a suffix

_____ 78. Dropping final "e" before ending suffix

_____ 79. Adding suffixes to words ending in "y" preceeded by a consonant

_____ 80. Adding suffix to root words ending in "c"

_____ 81. Adding the suffix "an" or "ian" to geographical and personal names ending in "a".

_____ 82. Forming a compound word by joining two or more words without changing the spelling of the words.

_____ 83. Ability to spell words used regularly